

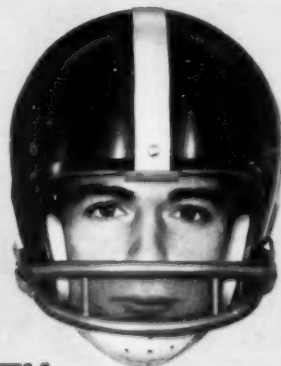
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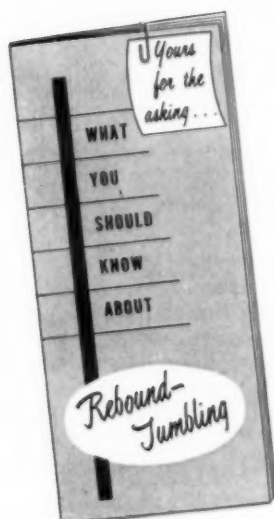


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VOLUME 29 • NUMBER 9 • MAY 1960

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A Special Report to Athletic Directors, Coaches and Trainers...

"Here's how we meet the demand for good fitting, good looking, long lasting football game uniforms."

John Roan

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CHIEF CLOTHING DESIGNER



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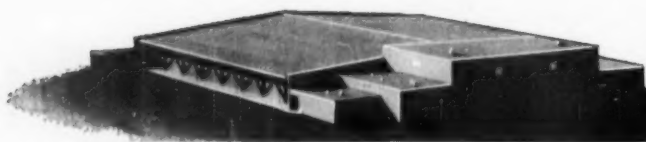
Rawlings has developed a firmer, more elastic knit which will give better fit, more comfort and greatly increase the wear of the garment. This new knit resulted in an increase in wearability of up to 60% (tests made in our abrasive machine, shown above). It also reduces the possibilities of runs. Since we use vat-dyed, fast color yarns, we expect these new uniforms to last longer, look better and fit well longer than any uniform on the market through repeated wear and laundering.

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New Castle, Indiana. Design covered by U.S.
Patent No. 2,761,181, issued to Architect Ralph
E. Legeman, A.I.A., Evansville, Ind.

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slip
resistance"
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by MFMA



As shown by the photos, this unique design calls for excavating and pouring bleachers directly on the earth. Seating capacity, 9,252. Besides main playing floor: 1/6 mile indoor track, Girls' Gym, dressing rooms, first aid and training room, offices & storage.



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Dig those crazy records!

RUB any two sports buffs together and they'll give off a statistical spark that could fire the countryside between the Yankee Stadium and the Los Angeles Coliseum.

The sports world abounds (and rebounds) with records of all sizes and nondescriptions, and we say, bless 'em. They lend an exciting yardstick to achievement and contribute a limitless supply of fuel to the hot-stove league.

But, alas—and even alack—we've noticed a dismaying trend in the record business. Too many of our basketball people are distorting this natural adjunct of the game into a spurious pitch for the spectacular.

Bill Russell will need two more rebounds to create a record; and Bob Cousy will set him up under the basket and start slamming the ball against the backboard.

Richie Guerin will need a couple of assists to break a record; and his coach will send him back into the closing moments of a lop-sided game just to pass the ball to anyone.

That's bad enough. What's worse are all those synthetic scoring splurges. Remember the Bevo Francis script at Rio Grande? It had Bevo playing the only leading role. His supporting cast—mere spear-carriers—used to feed the star and then get the hell out of the way. So how could the big boy avoid winning an oscar—counterfeit as it was—by averaging 50 points a game?

This season several of our high school mentors succumbed to this record mania. They followed the same old Rio Grande dodge: Wait for an easy game and then have everyone feed one good scorer for 32 minutes. With a little luck, the kid had to score a mint—and make the headlines. That's how we found one kid scoring 135 points, another hitting for 115, and a third for 98.

It was all grotesquely exemplified by a coaching buddy of ours, whom we never suspected of the disease. He decided to reward one of his 6-4 rebounders—a 12-point-a-game-man

—by having his teammates feed him for the entire game.

So he picked a nice easy opponent—who didn't have a man over 6 feet—and proceeded to carry out the master plan. Even after running up a 50-point lead, the coach kept the kid pouring in those points. Sure enough, the boy wound up with 88 points for a new city "record." (His teammates, ordinarily a high-scoring lot, tallied a total of 6.)

This sort of performance makes a mockery of the game. It cheapens the coach and it cheapens the record itself. Particularly mortifying is that the bogus mark may survive for 10 or 15 years. This not only is unfair to all the boys who'll be shooting at it, but it may inspire other coaches to employ the same dodge.

We realize that records can be overemphasized and can work to the detriment of both the team and the individual. But when respected as a symbol of achievement, they lend much to the fun, interest, and excellence of the game.

If they are to serve this function and mean something, our coaches should dignify them. They should discourage humbuggery by the players and, even more important, refuse to resort to it themselves.

WHAT a pleasant surprise it was the other day to have Elmer Ripley, one of basketball's most distinguished elder statesmen, drop in on us out of the clear blue sky. The last time we saw old Rip was last September. He was just boarding a train to Tillsonburg.

"Tillsonburg?" we queried. "What is it?"

"It's a red-hot basketball town just over the Canadian border," replied Mr. Basketball. "They have an amateur team I'm going to coach."

We wished him good luck and God speed, and hadn't seen him again until his recent visit.

"How'd you do up there, Rip?" we asked.

The old fellow grinned. "Well,

when we weren't shoveling snow—we had 103 inches of the stuff last winter—we played some basketball. In fact we won the national championship, and I'm now coach of the Canadian Olympic team!"

Since it couldn't have happened to a nicer old Irishman, we heaped him with congratulations and had him tell us all about his season.

"I had to start right from the beginning," he told us. "Right from the chest pass. But the very first thing I did was give each player a copy of your little book, *How to Star in Basketball*. I said, 'We're going to work on everything in this book. I want you to read it from cover to cover, learn everything in it, then pass it on to some kid you know.'"

That was just about the nicest thing he could have told us. And that's how the Canadian Olympic Team picked up another ardent rooter.

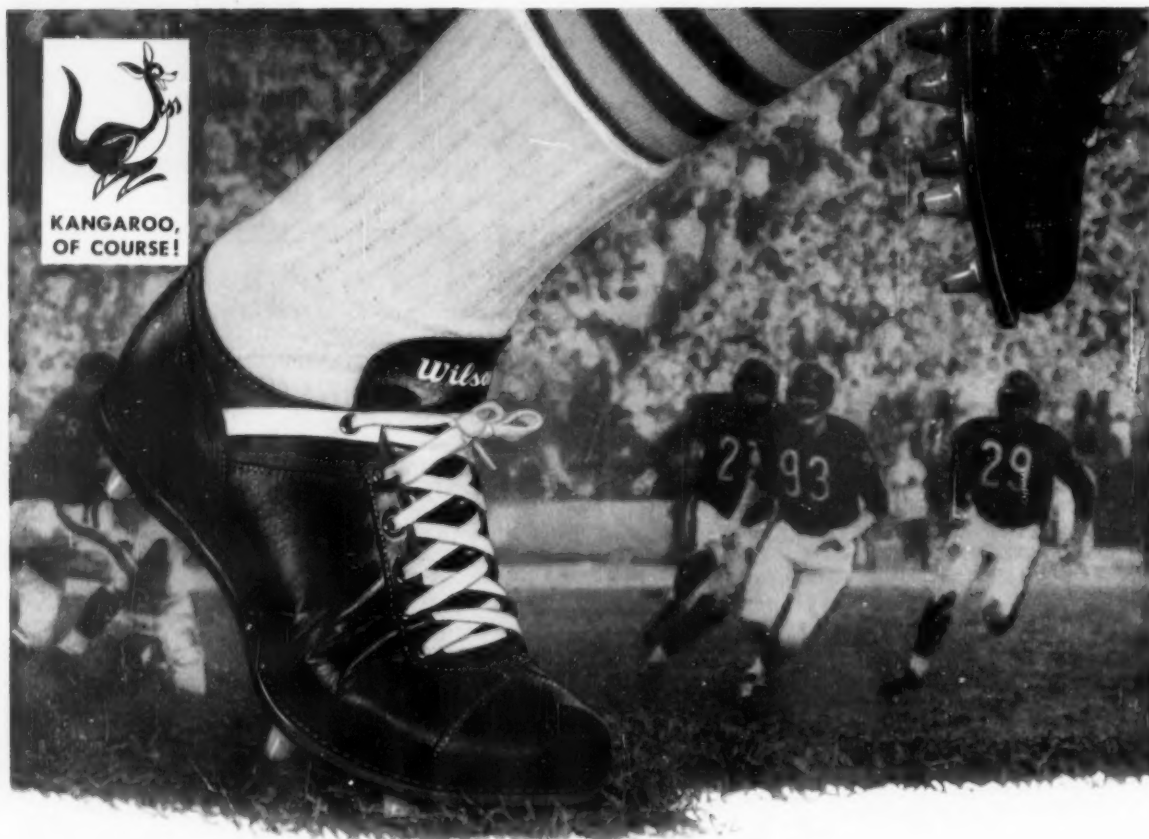
WE'RE mighty proud this month to present our fifth annual All-American H. S. Basketball Squad, and what a ball club it is! In line with the constantly improving caliber of the schoolboy game, more and more of our prodigies come recommended to us as "stars who could play on any college team in the country."

And this isn't a case of making waves in a ladle. Even a coach like Adolph Rupp will tell us that a boy like Jeff Mullins "could have been my star this season."

Our All-Americans have become more than a national feature to us (they're carried by both major wire services). We watch over them like mother hens, and enjoy all sorts of vicarious thrills as they go on to achieve national fame in college and pro ball.

Do you know that six of the nation's top ten scorers this season (Robertson, Stith, West, Butler, Lucas, and DeBusschere) first hit

(Continued on page 57)



Cut with confidence

WILSON'S EXCLUSIVE NEW STRAP-LOCK

Vinyl bindings draw the shoe's heel firmly but comfortably against the wearer's heel, hold it there securely, as long as the lace remains tied.



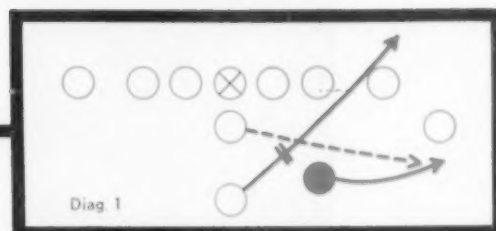
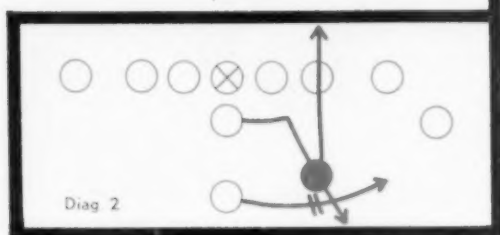
...in a Kangaroo Shoe with WILSON'S STRAP-LOCK FEATURE

Fast, firm, secure footing means everything in football. That's why coaches everywhere are switching their boys to Wilson lowcuts with the new Strap-Lock feature. Besides the Strap-Lock, Wilson lowcuts retain all the other features which have made them the fastest shoes in football.

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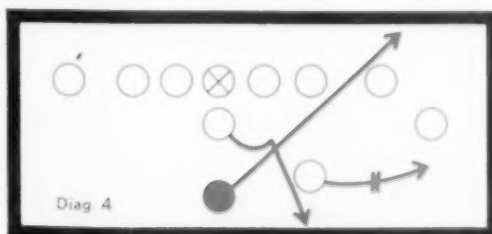
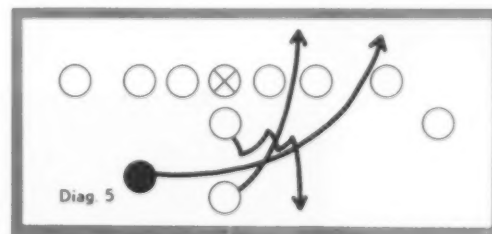
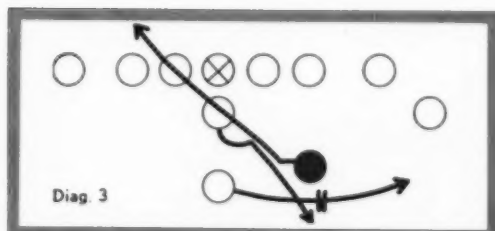
LAST fall Audubon High School amassed 244 points to lead South Jersey's major schools in scoring. Even more amazing was the fact that most of the points were tallied after two early season losses of 7-13 and 13-20. In fact, it was these two losses which initiated the change to an attack which averaged 27 points a game throughout the nine-game schedule and 32 points per game during the last six games.

The boys who made up this team weren't superlative players. True, we did have an excellent halfback with good speed. But our line was average in ability and rather small in size, our quarterback was completely inexperienced, and the remaining backs averaged 150 pounds with fair speed.

Our basic mode of attack is the pro-type winged T or flanker offense, not to be mistaken for the Delaware winged T. Our bread-and-butter plays are the quick toss, the quick hitting dive and trap plays, and the off-tackle slant, supplemented with the inside ride series shown in **Diags. 1-5**.

The diagrams indicate all of the running plays going toward the flanker. This isn't a key to the offense, however, since the plays are from only one formation. Our basic offense includes three different flanker formations to the right and three to the left, with or without split ends. (**Diags. 6-8**). (The opposite flanker formations would be to the left.)

(Continued on page 40)



Diversify Your OFFENSE

By **HARRY T. GAMBLE**

Coach, Audubon (N. J.) High School



ILLUST. 1, organization with players in two lines 5 yards apart, facing passer 15 yards away.

Line-Type Pass Interception Drills

By **JERRY WYNESS**

Asst. Coach, Coalinga (Calif.) College

Photos by Wakefield V. Everett

THE most difficult phase of football to teach is pass defense. This is as true with professionals as it is with beginning high school lads. The coach who slights the importance of pass defense will have difficulty maintaining the confidence of his team in his defensive strategy. An error in pass defense can nullify all the defensive effort up to that point, with a resulting decline in squad morale.

Every football book having a section on defense contains some mention of pass defense, and many contain excellent drills for developing the proper skills. However, little has been written on *how* to make the interception, which should be the ultimate end of all pass defense.

Faruot claimed that, "One interception is worth four knockdowns," and Crisler and Wieman felt that, "all passes should be intercepted, if possible, rather than batted down."

Dodd followed the philosophy of intercepting all passes, but he qualified this principle by adding, "... except when it is fourth down and you may lose yardage."

Leahy stated that, "Interceptions win football games and do more to break a team's spirit than any other phase of the game."

The purpose of this article is to suggest basic principles for pass defense and a simplified drill organization which, when used 15 minutes daily, should result

(Continued on page 59)



ILLUST. 6, Drill 5—learning lateral reaction, with passer setting up between the lines.



ILLUST. 2, Drill 1—learning to catch ball with two hands while moving forward under control.



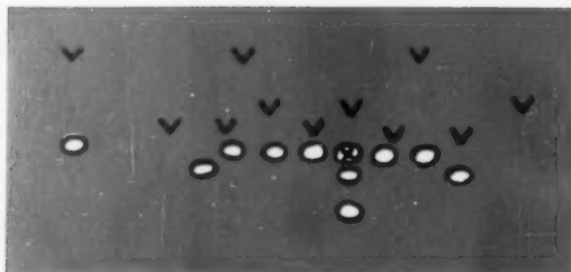
ILLUST. 3, Drill 2—reaction to tipped ball; tipper deflects ball, interceptor reacts to it.



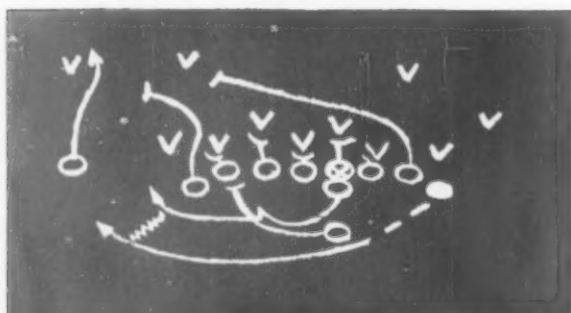
ILLUST. 4, Drill 3—learning to go through intended receiver (player who has just hooked).



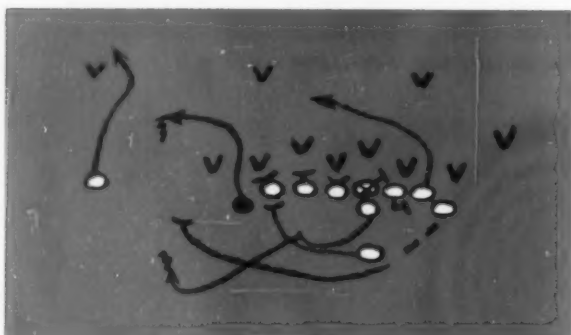
ILLUST. 5, Drill 4—learning to ward off the intended receiver as interception is made.



DIAG. 1, BASIC FORMATION



DIAG. 2, QUARTERBACK OPTION



DIAG. 3, BELLY PASS

Air Force

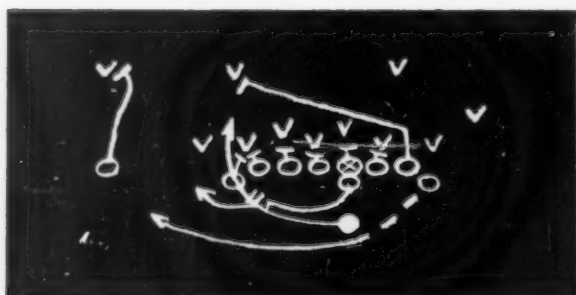
Academy's

Double Wing

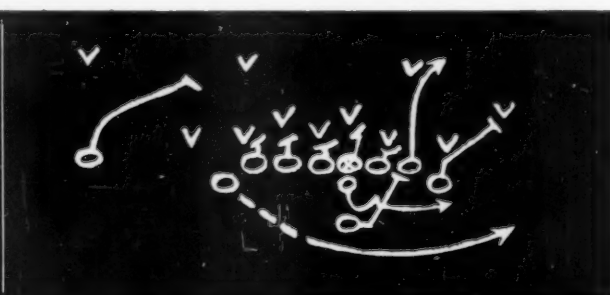
Belly

Series

By **BEN MARTIN** (HEAD COACH)



DIAG. 4, FULLBACK BELLY



DIAG. 5, QB OPTION SHORT SIDE

THE combination of three well-established offensive devices has added a great deal of productivity to the Air Force Academy attack.

The first and oldest idea is the use of an unbalanced line. The second is the inclusion of the more modern T belly series. And the third is the employment of the double wing formation.

All three principles contribute certain advantages to our double wing belly series. For example, the unbalanced line gives us strength to the long side and the possibility of quick striking power to the short side.

The T belly pattern in the backfield gives us the deception and variety of off-tackle, outside, and option running plays as well as the passing possibility.

The double wing formation allows us to attack left and right equally well, and provides our halfbacks with stronger blocking positions.

We truly believe that the addition of wingbacks as blockers is the one most productive feature of the attack. The wings have been impressed with the idea that they're contributing as much as the linemen and work tirelessly on their blocking techniques—single block or double teaming with ends and tackles.

In order to acquire the essential timing for our belly series, we employ the "fly-back" or man-in-motion principle with our off halfback. He'll start a count or count-and-a-half early, so that he'll be in good position, under control, for the option pitch-out, or in blocking position for the passer, as he's the personal protector for the QB.

The basic formation from which the series is run is illustrated in **Diag. 1**. We almost run as much from an unbalanced line right, but prefer to start with the attack to the left.

The first play to be established is the QB option, shown in **Diag. 2** against a standard 5-4 defense as

run to the long side where our spread end has been deployed.

Our QB uses the reverse pivot in the belly series because it's consistent with most of the other play series in our defense. We also believe that it throws him deep toward the FB quicker and with better balance than an open movement would do.

The QB's fake or "ride" with the FB is relatively quick and is accomplished with the hands and ball rather than the feet. We don't slide the QB along the path of the FB, but rather allow him to continue on his own path (under control) as his hands move with the FB.

The FB makes a pocket and actually grasps the ball loosely when offered, at the same time bending in toward the off-tackle hole by lowering his inside shoulder. The FB's fake is vital and should draw many tacklers as well as freeze the defense momentarily.

After passing behind the FB, the QB parallels the scrimmage line, concentrating on the defensive end, upon whom he plans to work his option, keep, or pitch.

The "fly-back" HB times his movement so as to be about three yards ahead of and three yards deeper than the QB. We believe this position makes the option most effective.

The strong-side end and wingback have released, as they do in our basic pass pattern. This keeps the secondary back or sets up our pass, which is thrown principally to the long side, where we concentrate the patterns on the spread end (**Diag. 3**).

The companion play to the QB option is naturally the FB off-tackle (**Diag. 4**). This is a big gainer, especially after the outsider is set up by running it a few times. We employ rule blocking at the point of contact, which might give us a double-team (as shown) or a single block, or man-for-man situation.

In all cases the FB runs to daylight. We find that the "fly-action" and QB option tends to loosen the defensive end. Many times we don't have to block him and can employ the double-team block while the FB runs right past him, full speed ahead. The FB isn't slowed down at all on this play.

When these plays are run to the short side, **Diags. 5-6**, the timing is much quicker. Coaching should be concentrated on timing, if the ultimate advantage is to be gained.

The HB "fly-back" has to leave earlier because, coming from the long side, he has more distance to cover to get into position.

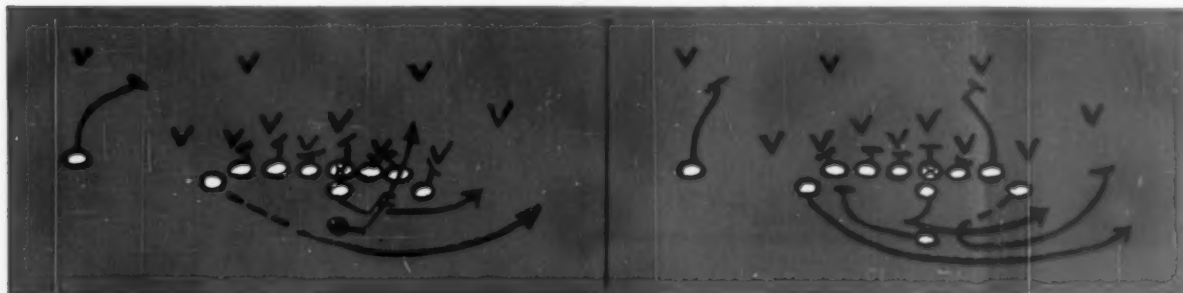
The QB pivots deeper, to avoid pushing the FB too wide, past the aiming point (off-tackle). The QB also has to be prepared sooner to option the end, who's nearer to him on the short side.

The FB runs almost a direct path, instead of a rounded one, both on the option and his own off-tackle thrust. We've found that a lateral lead step, then drive right at the outside leg of our end provides the preferred course.

To balance out the series, as many staffs do, we add a counter play (**Diag. 7**). This also has the advantage of discouraging rapid defensive shifts or secondary rotation with our "fly-back" motion or FB path.

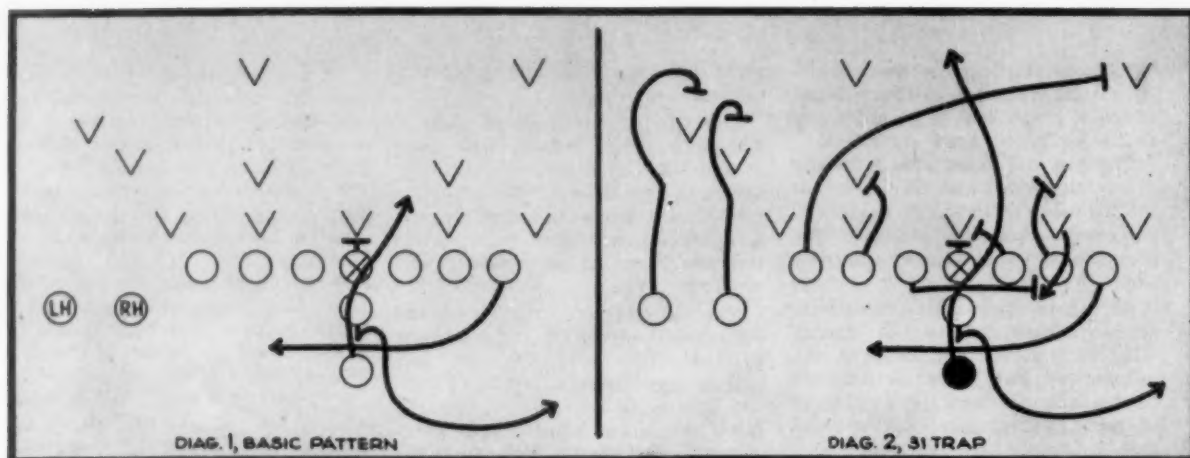
The details: Our "fly-back" HB starts early, under control, and reverses direction on the snap to become the lead blocker. The FB and QB start the normal belly fake, which the FB carries out completely. The QB, however, reverses his path to the opposite end.

The remaining wingback starts on the snap to become the option pitch man, if necessary. With correct timing, he can achieve the desired position. He doesn't have to leave early because the QB is delayed with his FB fake and a complete change in direction.

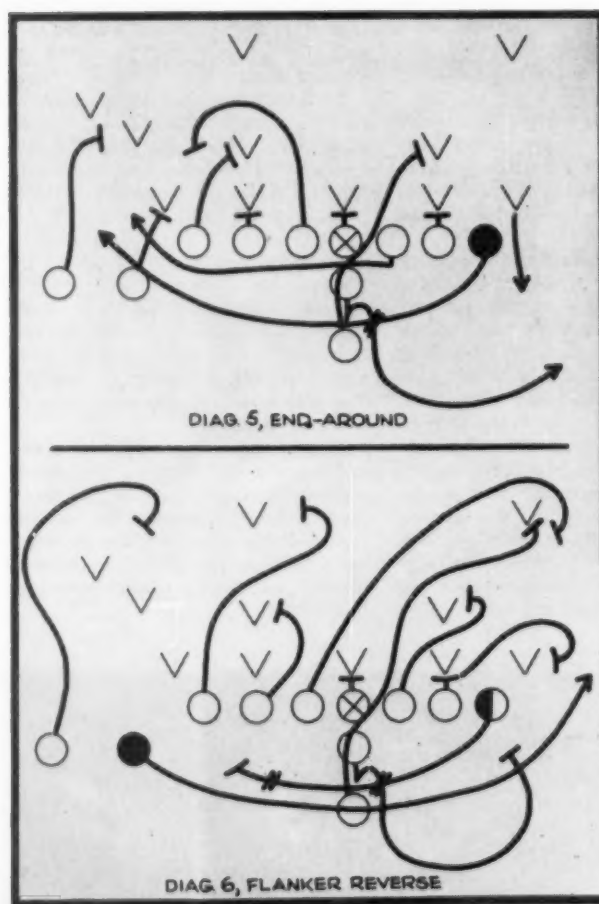


DIAG. 6, FB BELLY SHORT SIDE

DIAG. 7, QB COUNTER OPTION



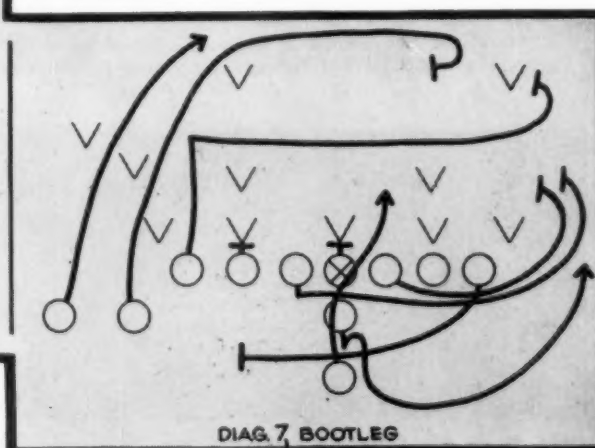
The Swinging T,



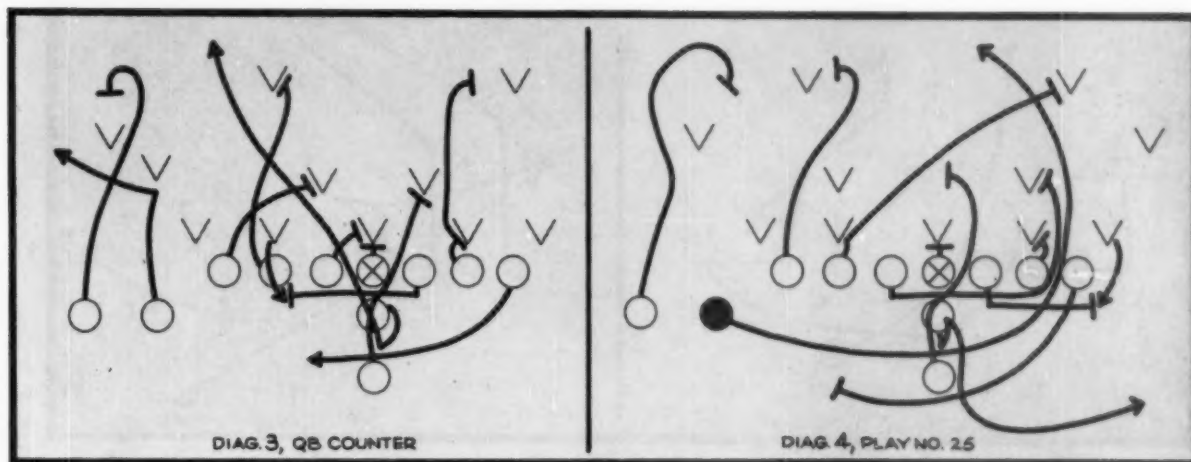
IN OUR AREA, defense has definitely caught up with offense. You cannot consistently win using only the basic Split T. The 5-4-2 defense, which shows practically a nine-man line, can murder it.

When I discovered that my Split T was experiencing difficulty scoring against the Oklahoma defense, I began looking around for something else—a formation that would force the opposition out of that deadly 5-4-2. And I found the answer in the Swinging T.

A new concept in offense, the Swinging T derives its name from the way the right end swings in a reverse fashion on every play. De-



By SAM E. DIXON
Coach, Appalachia (Va.) High School



Antidote to the 5-4-2

signed to keep linebackers from crashing and to destroy the effectiveness of the 5-4-2, the swinging end influences the weak-side linebacker on every play.

From end to end, our line utilizes the basic Split T spacing. The quarterback is in a regular stance, with the fullback two yards directly behind him. Both halfbacks are flanked left, the right half five yards from the left and the left half three yards from the right half.

The offense exploits the passing and running of a good quarterback, the hard running of a fast fullback, and the pass catching of fast, small backs and ends. The right end must

be a good runner and fake well, while the three middle men are the best linemen.

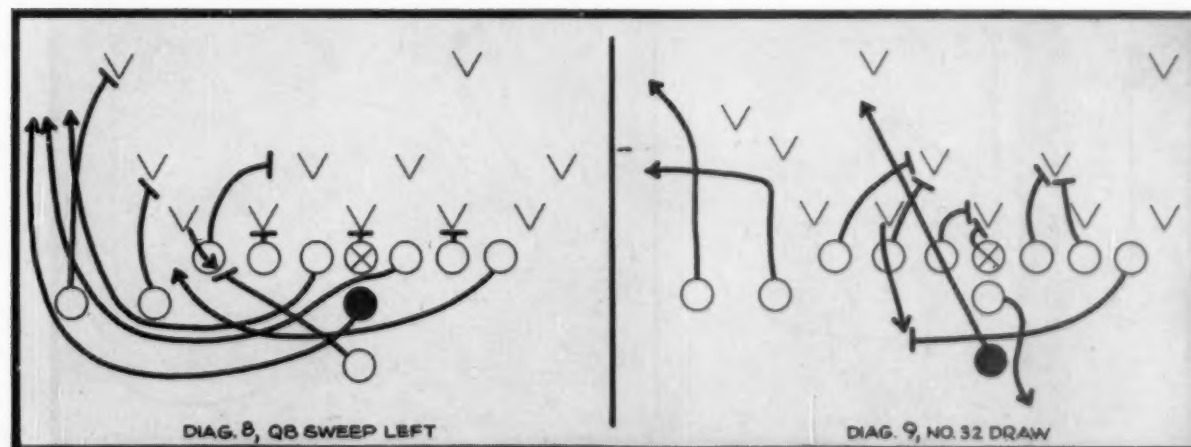
The quarterback's steps are of most importance. On every Swinging T play, he lines up with the right foot back six inches. He brings his right foot back on his first step, then his left. This is important to clear for the pulling guard and to put him in position to face the fullback—belly him, and ride as he swings to meet the reversing right end. The quarterback then rolls out, faking a bootleg or pass play.

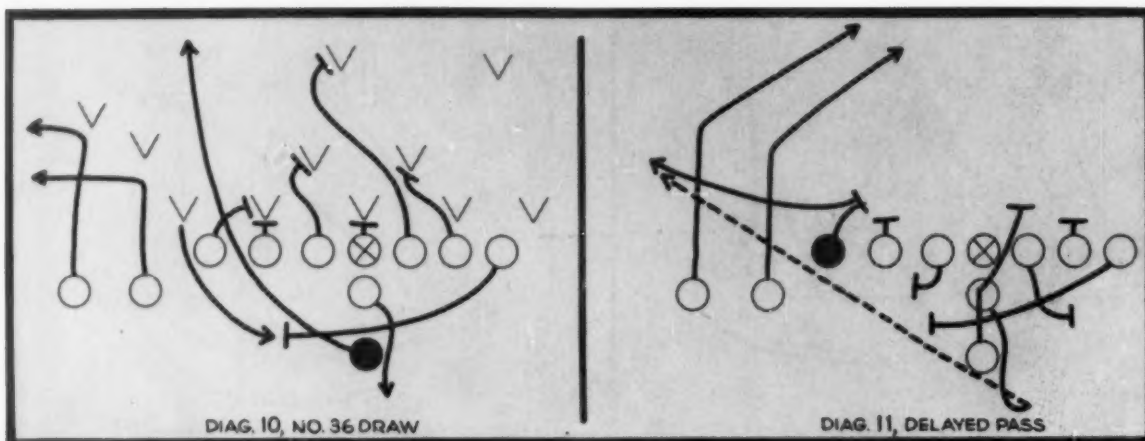
The fullback lines up two yards directly in back of the quarterback. His first step is with the right foot.

He then steps with the left, cutting over the right guard. This step and cut helps the quarterback ride with him on the belly fake, and enables the fullback to be behind the pulling left guard.

Basically, these are the plays run from this formation: a fullback trap, a quarterback counter, an off-tackle play, an end around, a double reverse, a quarterback run, two draw plays, one screen, and several passes.

On almost all the plays, the quarterback bellies the fullback, who goes over right guard. The qb then spins, gives or fakes to the right end coming around, and fakes a bootleg or pass play.





The "Swinging T" was directly responsible for winning all our major games; we didn't use it against the weaker teams. In our first major contest, the 31 trap play moved the ball from our 45-yard line to the 28. The next play was the counter, and the quarterback was tackled on the 4-yard line. We won the game, 7-0.

All of the Swinging T plays moved the ball in our remaining games, but the clincher touchdowns were scored on Swinging T passes. In the final game, against our arch rival, we scored on the first play—a crisscross pass that went for 70 yards and the only score of the contest.

Diag. 1 shows the basic pattern of the quarterback, fullback, and right end.

Diag. 2 outlines our most successful play, the 31 Trap, which often moved us out of the hole in long-yardage situations. The blocking is as follows:

The center and right guard double-team the defensive guard playing over center.

The left guard pulls and traps the defensive left tackle, hitting the man

with a right shoulder block and driving him from the hole.

The left tackle blocks the linebacker on his side, after letting the defensive man in front of him penetrate. This linebacker will be in a good position to be blocked because the defense will overshift to the double flanker.

The left end starts across the field first, to get the defensive halfback. The fullback will set up the block by cutting to the left after passing the linebackers.

The right tackle lets the defensive tackle through and blocks the linebacker.

The right end runs his basic pattern, faking a reverse play.

The two halfbacks influence the men watching them to the sideline, then block downfield.

In **Diag. 3**, our Quarterback Counter, the fullback and right end function in exactly the same manner as in the 31 Trap.

The quarterback bellies the fullback, removes the ball, and drives left of the center.

The left guard and center double-team the defensive guard over center.

The right guard pulls and traps the defensive right tackle.

The fullback, after making his fake, drives into the linebacker in front of him.

The right tackle blocks the defensive tackle in front of him.

The left end blocks the inside linebacker near him who has been influenced by the fake to the fullback.

The left tackle lets the defensive tackle through and blocks the defensive halfback, while the two halfbacks influence and block the men nearest them.

Diag. 4: In play No. 25, the right half goes in motion so that at the snap he's near the spot normally taken by the left half in the regular T. He continues driving hard off right tackle.

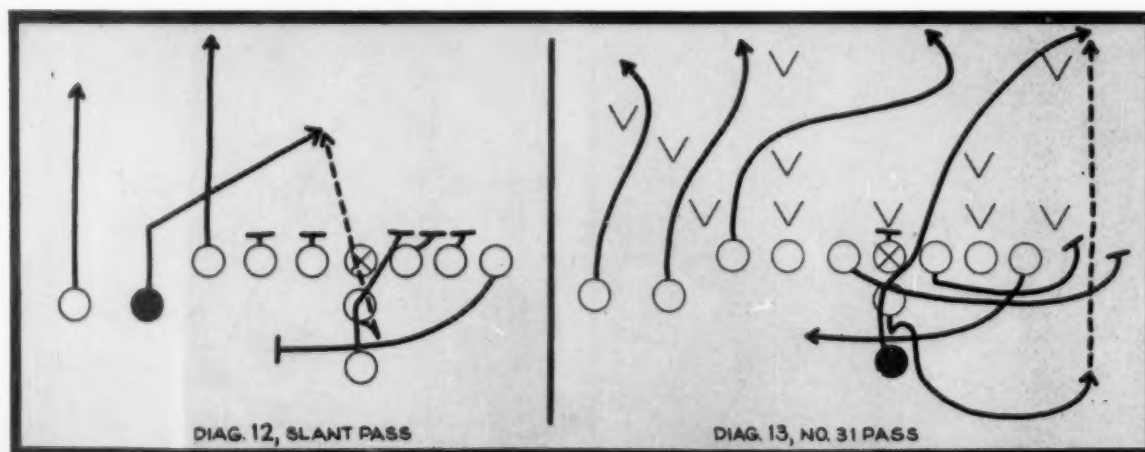
The quarterback bellies the fullback, spins, and gives to right half.

The swinging end comes deeper and accepts a fake from the quarterback after the right half has the ball.

The right tackle blocks the defensive tackle to the left, while the right guard pulls and blocks the defensive left end.

The center blocks the defensive guard in front of him, while the left guard pulls and leads the play through the hole, blocking the inside linebacker.

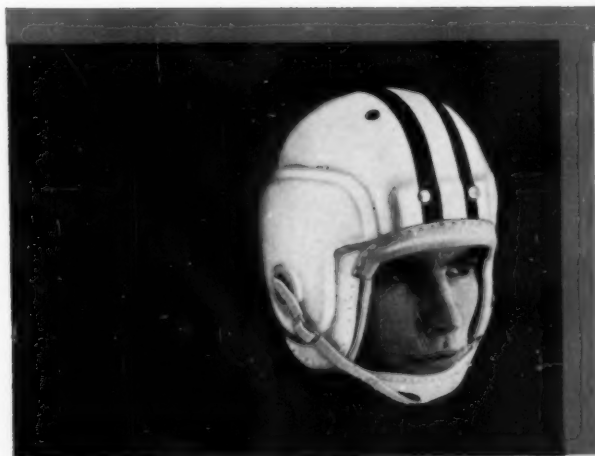
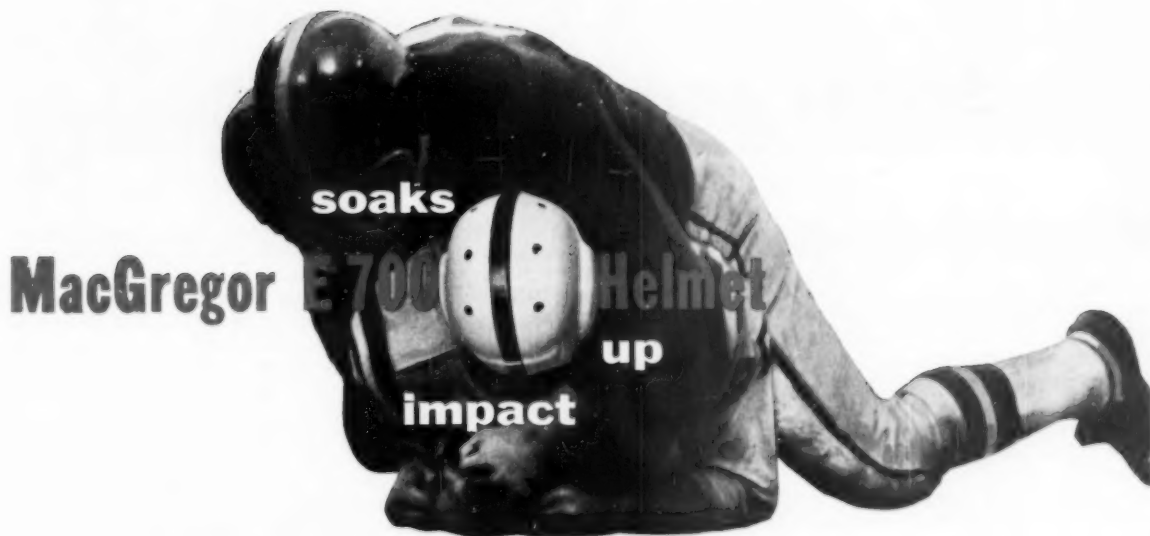
(Concluded on page 56)



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*Patent No. 2,785,407

†Patent No. 2,679,406

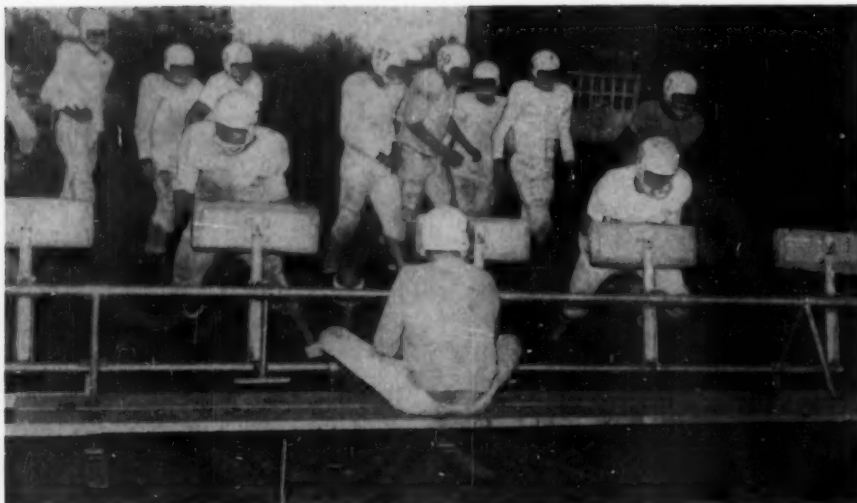


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No. 1, Two-Man Wave Drill: Linemen drive into pad with forearm thrust, release and hand-shiver pad on left, charge defender, then release for pursuit on sweep.

Shiver and Pursuit Drills

MOST football fans, sports writers, and players believe that a superb offense is the most important single asset a team can have. They're wrong. As teams like Auburn, L. S. U., Alabama, Indiana, Oklahoma, Georgia Tech, and others have so clearly proven, defense is the hard-rock foundation on which championship teams are built. A team cannot lose if its opponents cannot score.

The defensive-minded coach, mindful that three times three make nine, gears his defense to restrict the opponent to a three-yard (or less) average gain.

Several years ago linemen were taught to charge deep into the backfield and attempt to catch the ball-carrier for a loss. When offensive strategists began countering with traps, options, combinations of the split line and quick dives, and other innovations, this type of defensive play became impractical.

It's now generally agreed that the lineman should use all of his ability to control the offensive man on his initial charge and then quickly and aggressively move to the point of attack. To enable him to dispatch this assignment, it's not only necessary to tell him how, when, and

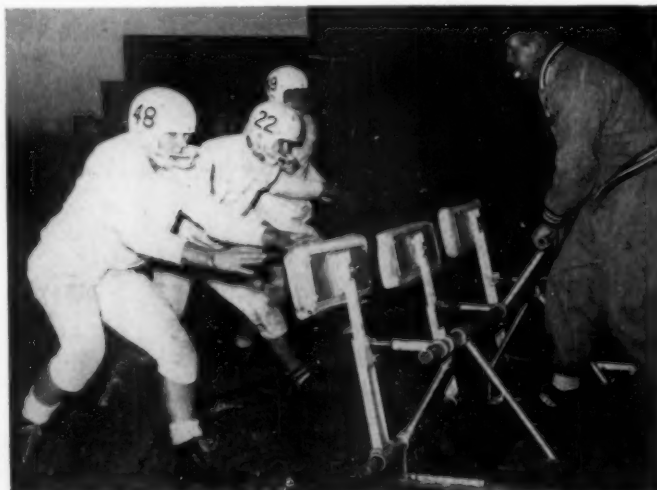
why, but to drill him on the techniques.

Since the offensive man knows exactly when the ball will be snapped and where the attack will hit, he enjoys a definite advantage over the defensive man. The coach must teach the defensive man a method of neutralizing as much of this advantage as possible, and one good way of doing it is through full exploitation of the hands.

The hand and forearm shivers constitute two excellent tools with

which to help ward off the blocker or retard his block until the defender can analyze the play and approximate the attacking point. The defensive man must attack the blocker with a force equal to or greater than his opponent's, maintaining balance with his legs so that he can move freely to intercept the play. If the opponent affixes his block or a double-team situation arises, the defender can escape by a roll-out or spin-out.

His effectiveness as a defender



No. 2, Hand-Shiver and Release—repeated on coach's signal.

By VERN WEIDMAIER
Line Coach, Roosevelt H. S.
Des Moines, Iowa



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NOW THIS!

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will depend largely on how well he can master the shiver and roll-out. And this in turn will hinge squarely on the amount of teaching and practicing time devoted to it.

Practice methods have changed in line with this defensive thinking. At one time, scrub teams were used almost exclusively as the opposition in scrimmage. As injuries piled up, the live hamburger squad was equipped with heavy pads or replaced with dummies; and more recently these have been replaced by machines.

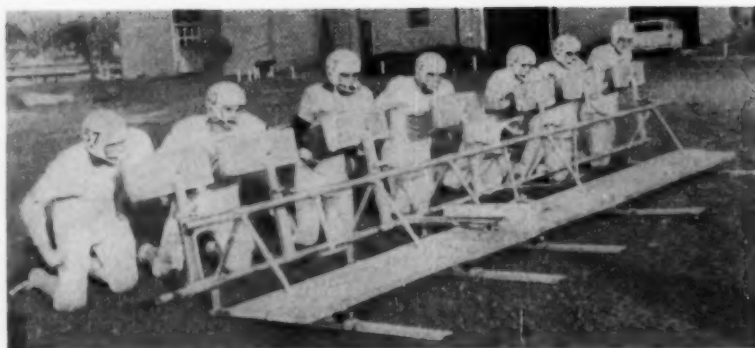
These charging and blocking devices have proven to be safe, highly practical means of perfecting both offensive and defensive techniques.

The defensive drills that follow emphasize the hand shiver, forearm shiver, and roll-out or spin, as well as such general essentials as agility, body control, defensive carriage, reaction, and coordination. They also serve as body developers and conditioners, particularly with respect to such vulnerable areas as the knees, ankles, and thighs.

These shiver and pursuit drills have enabled us to handle most efficiently the greatest number of players in the shortest period of time. Our defensive record bears this out. Over the last three years, Roosevelt High has yielded only six touchdowns by rushing, held 14 opponents scoreless, permitted no team to score in both halves, and lost only three of 25 games!

The terms used in these drills may be defined as follows:

Hand Shiver—two-hand thrust delivered by extension of the arms at the elbows. The arms are then driven forward with a coordinated shoulder action and leg recoil as contact is made with the heels of the hand.



No. 3, Kneeling Shiver Drill—hand-shivering in rapid succession.

Forearm Shiver—similar to the hand shiver except that contact is made with one forearm and the open hand of the other arm. This open hand helps the defensive man quickly release his initial contact.

Roll-out or Spin—a 360° reverse pivot in a low crouch used to escape from a block.

Pursuit—converging on the ball-carrier after the point of attack has been determined.

Slide—defender's movement to his right or left while facing his opponent at all times.

Pad—cushioned part of the charger-defender which receives the contact.

Defender—the machine with the pads in a horizontal position (pictures 1-2-3).

Charger—the machine with the pads in a vertical position (picture 4).

Defensive Starts and Pursuit: The linemen take their positions in front of each defender pad and at the snap, drive forward and upward delivering a forearm shiver. After two or three strikes, the coach waves right or left and the linemen release and pursue in that direction. Another group immediately assumes positions and the drill is repeated.

The defensive linemen learn to get

off with the snap (the coach can readily detect the late starters) and to hit with an aggressive recoil-drive and a quick follow-up. They raise the defender upward on initial contact, charge with feet shoulder-width apart, release quickly and with a push-off when the pursue signal is given.

Two-Man Wave Drill (Picture 1): Two linemen take their defensive positions on the alternating pads of the defender. The coach simulates the snap, at which time the linemen drive into the pad with an upward and forward forearm thrust.

The coach then motions the ball to his right, and the players immediately release and hand-shiver the pad to the left. He motions to his left, and they move to their right. He motions forward pass, and they charge the defender and yell "pass."

The coach finishes the drill by starting an end sweep, then laterals to the halfback who runs down a simulated sideline. On the initial end sweep movement, the linemen release and go in pursuit of the halfback. Each lineman thus learns what angle of pursuit he'll need to catch the ball-carrier.

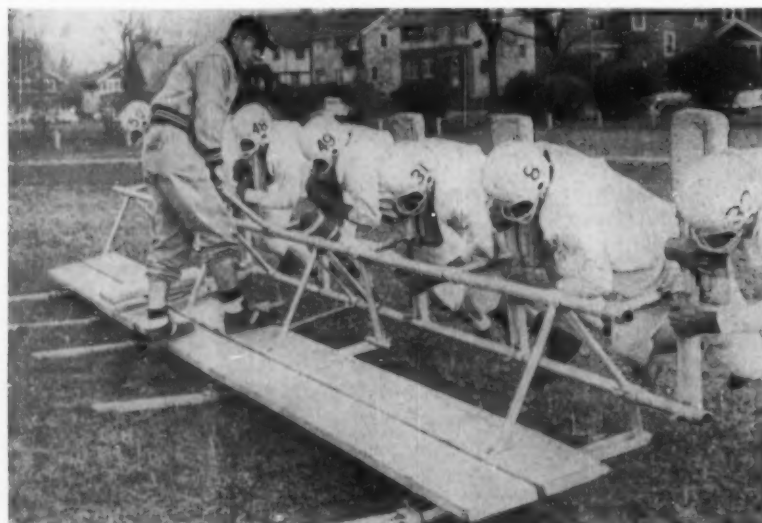
Occasionally the coach will fumble. When he does, the men will again charge the defender and yell "fumble."

Hand Shiver: Players form a single line at an end of the defender. They then hand-shiver from one pad to the next, using a forward two-hand thrust. As the first man moves down the line, others follow in a like manner. When the player reaches the last pad, he pursues out and around the defender.

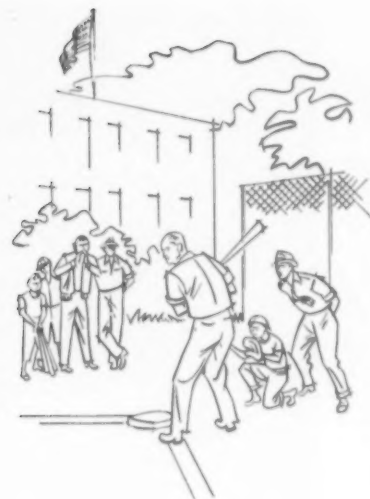
Hand-Shiver and Release (Picture 2): Backs and linebackers take their positions in front of the defender. On the whistle each player hand-shivers the pad downward, then steps back and immediately attacks the pad again. This is repeated at the whistle. The players are taught to force the blocker to the ground and immediately advance on the ball-carrier.

Hand Shiver and Slide to Outside: Backs, ends, and linebackers work on the end pads of the defender. They hand-shiver the pad and then immediately slide to the outside in a low

(Concluded on page 39)



No. 4, Tackling—linemen tackle pads on snap, driving forward and upward.



“You Could Still Make The Varsity Team, Dad!”

Dad came through again on Father and Son Day. He's big league in Junior's eyes.

Dad has his eyes on Junior, too . . . likes to see him study hard, play hard . . . instructs him in the rules of fairness, in the rules of safety. He's really concerned about safety . . . and he's impressed with the “Hydroguard” showers installed at the school.

When new school plans were revealed by the school board, dad was delighted by the emphasis on modern safety measures. A safe shower system was on the list and Hydroguard individual *thermostatic* controls were written into the specifications.

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Why Competitive Athletics?

Are They Educationally Justified?

COMPETITION means different things to different people. Some fear it's a destructive force. Others claim it has great therapeutic value, not only for the participants but for many of the spectators as well.

Webster says competition is "that act or process of striving for something that is sought by another at the same time; a contention of two or more for the same object or for superiority; rivalry as between aspirants for honors or for advantage in business; a trial of powers, skill, or fitness in any respect; a match."

According to Cowell, "Competition is social interaction in which each individual seeks to achieve some satisfaction for himself or his group by methods which tend to deprive other individuals or groups of similar satisfaction."

For every winner there's a loser; very few competitive events end in a draw. All of us realize that in our democracy—in fact, in our world—competition begins with birth and continues unceasingly in every facet of life.

We know that competition can be highly complex, and that it may be quantitative as well as qualitative. Perhaps the greatest competition presently going on in the world is between the two great powers, two conflicting ideologies, with each striving to win the minds and bodies of men.

Sometimes competition isn't sought, but survival either as an individual or as a nation permits no alternative but complete and dedicated participation.

In recent years, much has been written suggesting that cooperation rather than competition should be stressed. However, these two, cooperation and competition, aren't necessarily opposed, although occasionally it may be difficult to differentiate between the two. Real cooperation is needed before two individuals or two groups can compete in any activity; they must cooperate

at least to the extent of participating in the contest.

"Cooperation," says Cowell, "is social behavior where mutual aid and promotion of common goals and objectives are stressed by having the individual unite with others to achieve goals which bring satisfaction to all cooperators." Perhaps the end result of complete cooperation would be like the Queen's croquet game in *Alice in Wonderland*, where "every one wins."

Of course, most any team effort requires considerable cooperation among the participants themselves to make the competition successful, at least in terms of attaining the objective, usually that of winning or achieving some other goal.

It's possible that the recent emphasis on cooperation as opposed to competition stems from the feeling that competition in sports and in life itself has become almost unlimited and uncontrolled.

COMPETITION IS NORMAL

Competition, however, is natural and normal. You compete against yourself. You compete against others. You compete in school, you compete for a place in the family. You compete for success in business, and you compete for social recognition. It may be, however, that we need more cooperation to make competition more worthwhile for all competitors.

Games and sports have been used through the ages to prepare the young in warlike and survival activities. And the philosophy lingers on. Even in World War I, when the American doughboys were teaching the French the American game of baseball, this was apparent. No matter what explanation was given, the Frenchmen still talked about "one kill, two kill, side all dead."

Competitive sports had an unfortunate and stormy beginning in education. Athletics or sports were first ignored, then prohibited, then controlled after a fashion by a hostile faculty, and finally accepted and encouraged under faculty and student control.

Athletics began in colleges as a revolt against formal discipline, and

are the one contribution students have made to American education—bringing zest and adventure to school life. The importance of this may be quickly realized if you picture a school without athletics, without the drive and enthusiasm always centered around this area.

As early as 1905, in the report of Superintendent E. C. Warriner to the Board of Education at Saginaw, Mich., we find that "Interest in sports is a natural characteristic of man. It cannot and should not be repressed but like all other appetites and desires, needs regulation."

The general objectives of inter-scholastic and intercollegiate athletics may be stated briefly as follows, to:

1. Develop and maintain the organic system.
2. Develop neuromuscular skills which are satisfying and useful.
3. Develop desirable attitudes toward play, physical education, and rest and relaxation.
4. Develop socially desirable standards of conduct as a citizen in a democratic society and an interdependent world.

The objectives of competitive athletics must parallel those of education in general, and physical education specifically. The emphasis must first and last be on education. Otherwise the participants, the student body, and the community may suffer.

The relationship to physical education is worth mentioning. While the objectives of athletics and physical education are similar, they're not identical. One doesn't substitute for the other. The competitive athletic program is the peak or pinnacle of the school physical education program. It reaches the athletically elite while at the same time furnishing tremendous motivation for the rest of the students to participate in many activities.

It might be questioned if the few so-called "varsity sports" make much of a contribution toward carry-over or leisure-time sports, since most of them are pegged squarely at adolescents and young men, and seldom can be continued after graduation from high school or college.

Hence, even athletes need more than their competitive experiences. They need education in a broad program of carefully selected physical education activities.

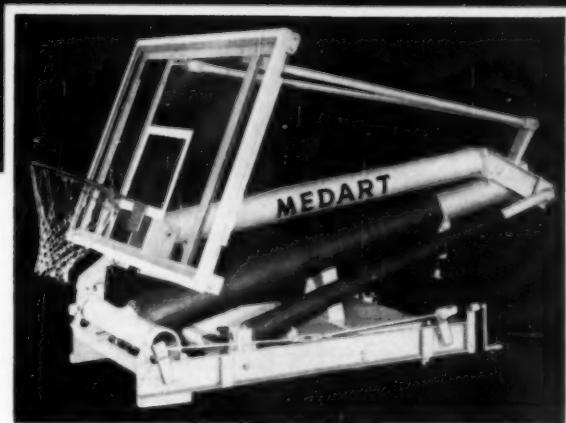
Objectives relating to athletics shouldn't be adult imposed. Unless

By C. O. JACKSON, Chairman, Physical Education, University of Illinois

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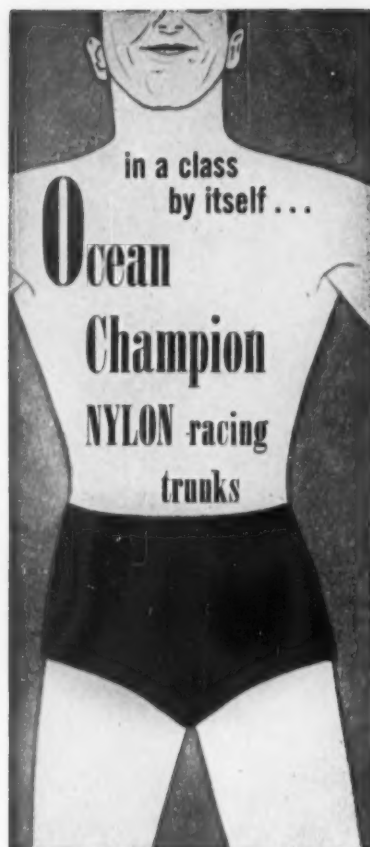
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the participants themselves understand that each contest is NOT a life and death affair, they may not secure all the benefits they should.

Adult standards are often responsible for making failures out of the unsuccessful. They stress the fact that winning is all that counts and that losing isn't tolerated in life. The president of the school board who stated at an athletic banquet, "We don't want a team that plays its best to win, but a winning team!" was expressing an all too typical community view. Adults, especially over-enthusiastic parents, are frequently the cause of many problems and set many patterns of behavior.

The slogan "give the game back to the boys" carries great significance, even though it doesn't have to be implemented to the extreme—like the utopian experiment in New York state in the middle thirties, when the coaches of the two opposing teams sat in the stands and the captains took care of all the decisions.

When we discuss any phase of athletics, we must be willing to face up to the problems. Those opposed to competitive athletics usually make one or more of the following points. They say that:

1. The claims for athletics are highly exaggerated.
2. Athletics disrupt the entire student body, often approach mob hysteria, and upset both the school and community life.
3. Academic programs take second place.
4. There is often anti-social conduct during and after games.
5. Pressure is sometimes brought to bear on teachers and administrators for special privileges, grades, fewer assignments, etc.
6. Athletics interfere with the main purpose of the school, namely education.
7. Jealousy and anti-social attitudes may result.
8. Only a few are given this experience at the expense of the many.

The proponents of athletic competition are equally emphatic. They say that athletics:

1. Build character and self-reliance.
2. Develop team spirit and an unselfish attitude.
3. Prepare youngsters for the battle of life, for living in a society built on competitive enterprise.
4. Often secure facilities for community and school otherwise lacking.
5. Give boy with athletic ability additional challenges. He's tested every time he plays "on the spot," week after week.
6. Involve courage, persistence, fair play, and democracy.
7. Contribute to good health.
8. Provide the opportunity for controlling, supplementing, substituting, and compensating for many physical and social inadequacies in a wholesome way.
9. Act as a safety valve, siphoning off dammed-up tensions, aggressions, and hostilities.

It's generally agreed that apprecia-

tion of the competitive experience is greatly increased when the individual represents a group which he believes is worthwhile, and when he competes for a goal which he feels is highly desirable and essential. Competition can also contribute to social development if it's geared to group living rather than to winning at all costs.

This means that we should stress emotional control, and attempt to avoid practices and methods which don't coincide with the stated and approved purposes of athletics.

"Play your best—win, lose, or draw. If you win, fine; if you lose, perhaps you'll win next time." "That's life." "That's the way the ball bounces" or in today's modern jargon, "That's the way the mop flops!"

Athletics should never be carried on primarily for the entertainment of the public, the alumni, the community, the newspapers, radio, T.V., or to advertise a school or a community. A competitive program will naturally attract much attention and arouse much discussion, but if the main objective is to entertain or amuse, then it's quite likely that the values to the participants and to all others concerned with or affected by the program will not be fully realized.

There must be educational experiences for the participants. Otherwise, it's difficult to justify the expenditure of money, time, and leadership, not to mention the participants' dedicated and often naive striving for an ideal. The students must always be the primary concern, and the best safeguard in this direction is *educated and dedicated leadership*. Too often, the standards set by adults are the basic reason why some athletic programs aren't too successful in terms of education.

ACCEPTED FACTS

Athletics, however, are generally an accepted part of both the social and educational scene today. The following facts confirm this:

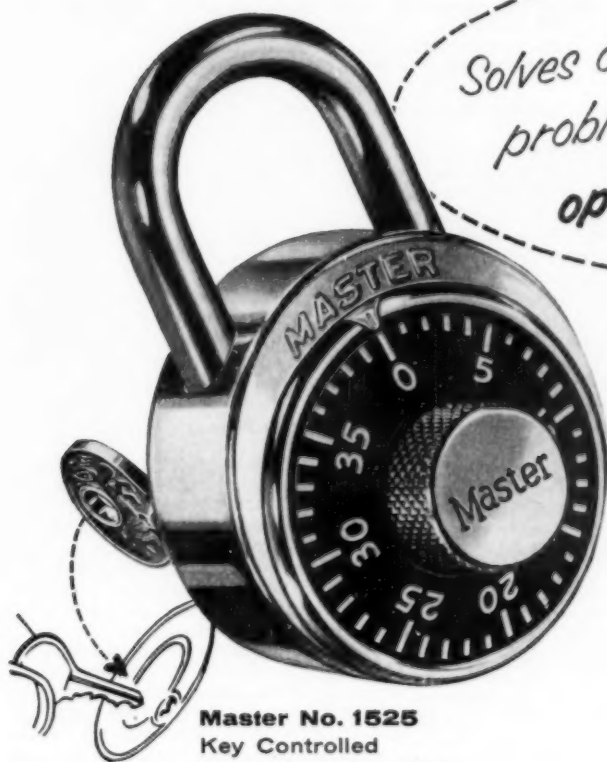
1. Public money is used to provide instruction in athletics, and to construct and maintain facilities.
2. Better understanding exists between the community, the participants, and the educators.
3. Real interest is shown by the majority of the students, who tend to identify themselves with the activity.
4. Few activities lend themselves to competition the way athletics do.
5. Homecoming games are still a magnet which attract alumni and promote interest in all facets of the school's development.
6. It's an established fact that athletics and competition are part of the curriculum even though still called "extracurricular" in many schools.

New York was the first state to agree that there were no "extracurricular activities." If supported and controlled by the school, they were part of the curriculum.

According to Scott, "Sports activities have been influenced by the cultural development of the era." He

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phones	15c	10c	15.00/500 ctn.
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goes so far as to say that the impulse to play, which is the root of competitive sport, not only preceded civilization, but that it represents one phase of the original nature of man.

The majority of those in favor of competitive experiences, especially in athletics, agree with the following statements:

1. Competition furnishes incentives to improve performance.
2. Good competition encourages greater attention to perfecting skills, strategy, condition, etc.
3. Emotions are aroused and action greatly intensified.
4. Rules of conduct curb or attempt to curb the urge to win at all costs.
5. Group responsibility, cooperation, and teamwork are outcomes.
6. Participants learn to face facts, and not to over or underestimate opponents.
7. Learn to think and act quickly under pressure.

8. Accept the philosophy that if we lost today, we may win tomorrow.

Scott tells us that "If athletics are to serve useful ends they must be wisely guarded, thoroughly supported, and whole-heartedly accepted." In many instances the development of competition in sports has moved too fast. Programs and practices suitable to colleges are common today in high schools, and in some instances are found in junior high schools and even in the elementary school.

We all know that the varying ages, needs, and capabilities of those participating on these three levels differ considerably, and if we are to make adjustment to individual needs, the same program, carried on in the same manner, cannot be acceptable in every case.

Athletics must be kept within the framework of the total school program and not be the "tail that wags the dog." Some years ago, a writer defined an institution of higher learning as "a stadium with a college attached." If this is or ever was true, then the quotation from the Education Policies Commission publication, *School Athletics*, warrants special consideration: "The experience of playing athletic games should be part of the education of all children and youth who attend schools in the United States." Most educators today would agree with this statement.

A startling endorsement of competitive sports was given at the recent dedication of the Sports Bay in the Cathedral of St. John the Divine in New York City. This is probably the first time anywhere that a great church took such a forward step.

Bishop William T. Manning in his dedicatory address stated that: "Clean, wholesome, well-regulated sport is a most powerful agency for true and upright living. A well-played game . . . is, in its own way, as pleasing to God as a beautiful service of worship in the cathedral . . ."

It must be realized that no one can arbitrarily ignore the mores of a community. The shores of athletic competition are strewn with the wrecks

of educated and well-meaning coaches who tried too quickly to change the emphasis from "everything for the team" to "something for everyone" with emphasis on the welfare of each individual, before the community was ready to accept anything but championships.

According to Williams and Brownell, "If personal happiness and service are worthy ideals of education, what better opportunity is provided in the public school for the realization of these outcomes, than the happiness derived from participation in athletics, situations fraught with dramatic intensity and adventurous appeal, or the exemplification of true service with which the player submerges personal glorification for the best interest of the group . . ."

While we commonly look upon athletics as predominantly physical, a statement in the 1930 Michigan High School Athletic Association Yearbook reads: ". . . we are coming to realize as never before that their greatest and most lasting values are spiritual. Greater perfection in playing the game is always to be sought after, but all this is the stalk which nourishes the real flower of the real process, fine sportsmanship. They cannot be neutral in the building of manhood and womanhood; they must inevitably contribute either good or evil in the building of character . . ."

METHODS WORTH ADOPTING

Other curricula in the school might well consider adopting some of the methods currently approved in athletics, particularly those relating to careful selection, and continual testing of the participants, drill and more drill on fundamentals, and the emphasis in school and community of recognizing achievement.

Certain Scandinavian countries do recognize excellence in other programs of the school, in some instances with the same enthusiasm and approval usually reserved in this country for success in athletics. Perhaps all educators should investigate "what is wrong with the whole school," including the academic subjects, at the same time that they consider "what is wrong with athletics." In what school subject do you find the motivation, the dynamic interest, and the enthusiasm that you do in competitive sports?

After studying the evidence, we must conclude that competition is part of our democratic system and cannot and should not be eliminated. However, the whole competitive emphasis needs to be studied and adult-imposed ideas about its desirability at all ages, re-examined.

As an important facet of the total educational program, athletics should not be curtailed and hindered. Rather, every attempt should be made to provide the necessary *dedicated leadership and monies* so that the present programs may be expanded to include more competitive experiences

(Concluded on page 38)

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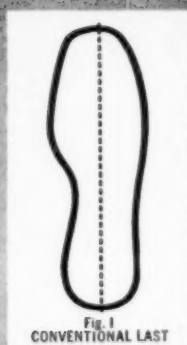


Fig. I
CONVENTIONAL LAST



Fig. II
CONTOUR-FIT LAST

Contour-Fit became possible when Spot-Bilt discarded the straight line theory — an imaginary straight line that bisects ordinary football shoes from heel to toe (Fig. I) — and developed the angled line theory to match the natural shape of the foot (Fig. II). The result is a complete, natural fit because Contour-Fit hugs the heel, molds to the curve of the arch and instep, and shapes to the ball of the foot as no shoe ever has before.

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No break-in period needed, because there is no blister-making looseness in Contour-Fit. Experienced football players have found that a shoe must be fitted snugly, almost tightly, if it is to fit properly through game after game. The soft Australian kangaroo upper of the Contour-Fit permits it to be broken-in with no discomfort whatsoever and gives, after a few practice sessions, the hugging "second skin" fit that provides the ultimate in support and foot control.

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The hottest shoe in football, Contour-Fit has already received enthusiastic acclaim from both player and coach in the short time since its introduction. Spot-Bilt offers 15 new Contour-Fit models in 1960.

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The fit of your players' football shoes is often neglected, yet improper fit will quickly ruin the finest player's effectiveness. Look at the shoes your players are wearing now. In most cases, you'll find that there is plenty of room for a better fit . . . the better fit of a Contour-Fit, the only true fitting athletic shoe ever developed. See for yourself . . . write us today and we'll airmail you our Contour-Fit Research Report; it's filled with some disturbing facts on improper fitting practices and how they can be corrected. We'll send along our 1960 Spot-Bilt Catalog, too.

Of course, the true test is to actually put a pair of Spot-Bilt Contour-Fits through its paces. Do it soon. We're sure you'll end up fitting your whole team to Contour-Fits.

Offensive Trends in Texas H.S. Football

By A. R. NOONCASTER
Pampa (Tex.) High School

TEXAS, being a huge state with a rich football tradition, produces an enormous number of high school football teams (at last count there were about 1,100) with a multiplicity of offensive styles.

Yet a certain homogeneity runs throughout the state, thanks mostly to its annual coaching school. At this mammoth clinic, the biggest in the country, the Texas coaches absorb the same ideas and swap viewpoints freely in many bull-sessions.

Another reason for the homogeneity of ideas is the nature of the scheduling. Texas teams scorn distance, traveling hundreds of miles across the state to play each other. Thus the thinking in vogue in one section will, if provocative enough, be dispersed over the entire state.

Also to be considered is the fact that most Texas coaches carry comparatively light teaching loads and can therefore concentrate more on football. They spend many more hours studying films. Even the smallest schools film their games, and the large schools often film their practice sessions.

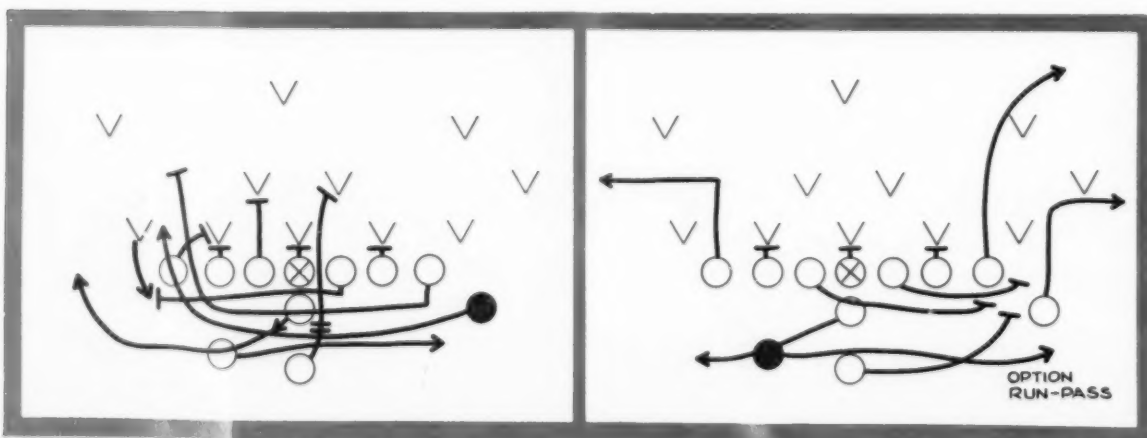
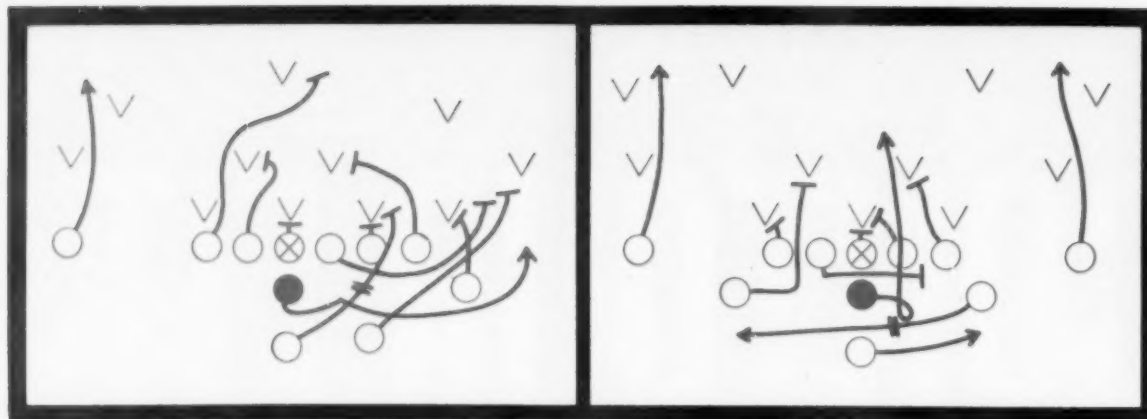
There's probably no more diligent and fervent group of men in any profession than the Texas football coaches. Everyone makes it his business to know what the next fellow is doing. All of which adds up to the irrefutable fact that there are no secrets in Texas football.

Nevertheless there are individualists who've stubbornly ignored the pressure of the fans and resisted the appeal of the new to stick, year after year, to some old concept of how to move the pigskin up and down the field.

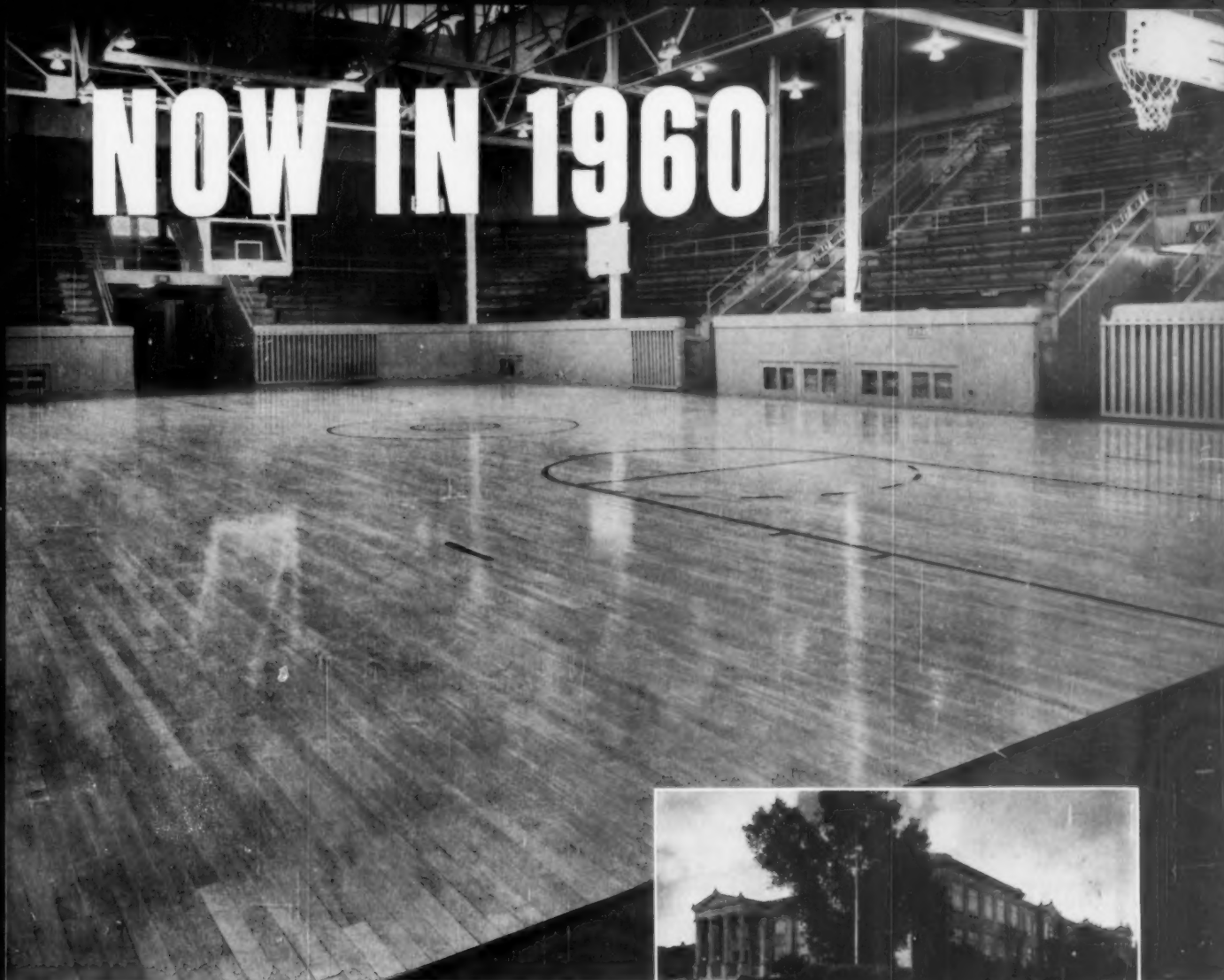
Some of these coaches have found that the wheel has recently gone the full circle. Their Single Wing is now respectable again, or their Double Wing is no longer ridiculed as outmoded.

It should also be noted that high school football is likely to ape its big brother, college football, and that high school coaches regularly watch professional football. All this has significant bearing on the universality of their mode of attack.

To gain a clear picture of what the coaches are doing on offense, the



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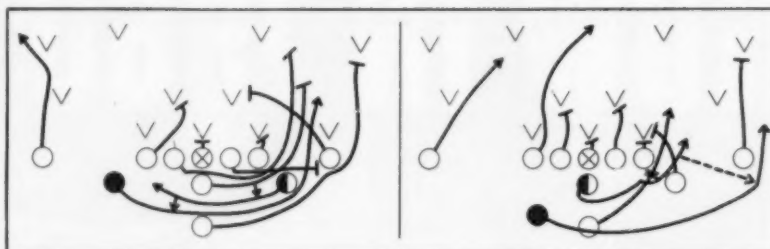
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writer conducted a questionnaire survey among representative coaches in every section of the state.

The questionnaire was divided into three parts. Part one asked them to indicate what was being discarded in Texas football; part two asked them to indicate the trend in offense; and part three requested them to diagram plays or formations that indicated the direction their own offense had taken during 1959.

Although there was unanimity on nothing, it was unmistakably clear that the basic Split T is as dead as the dodo; and also gone, at least for the nonce, is the "cloud of dust and three yards" kind of offense.

As one coach said, "The option play was no longer used in our area except off the belly series." Other coaches felt that the trend was away from ball control, but a few were quite emphatic in stating that ball control was still a basic part of their offensive thinking.

I believe that one could be safe in saying that the '59 season began with a definite flair offensively, but gradually turned conservative, especially in the all-important play-off games late in the season.

As might be expected, the trend in offense was toward a more open style of play: flankers, split ends, the man in motion, the slot offense, integrated run and pass plays, cross-blocking, pulling guards, more two-on-one blocking, splitting the count with halfbacks, using backs to block interior defensive linemen, and more bootlegs by the quarterback.

One coach summed it up this way: "The offense tried to keep the defense off balance by having sometimes two or three different offen-

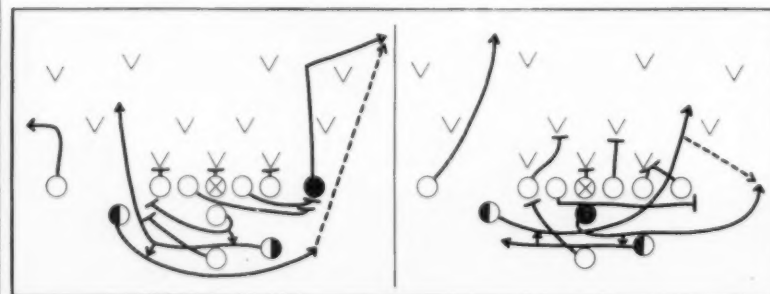
sive formations. Teams used one formation primarily for running and ball control and another for passing and wide-open football. There was more emphasis on the long pass and the long run."

There were sharp differences of opinions on the passing game. Even though the formations used were conducive to the pass, a good many coaches felt it was used more as a threat than as an actual weapon and that the resultant loosening up of the defense led to more runs. It was obvious, however, that the drop-back type of pass was being used less and less.

Although most coaches had abandoned the Split T and the straight T with a full-house backfield, many of them retained the principle of the split line. But excessive splits were rarer.

The Double Wing T appeared now and then as did the multiple offense, and the Single Wing added new followers, but most coaches reported that the swing offensively was clearly to the Winged T. One of the most respected teams in the state, a long-time exponent of the Single Wing, modified its pattern by using the

(Concluded on page 51)





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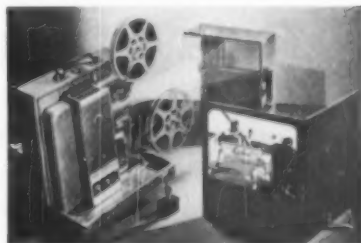
Coaches specified the features built into the Kodak Analyst Movie Projector even to a desk-top viewer, so you can see movies at your desk when the big screen's not handy.

New 16mm color films stop fastest action even on cloudy days. Though

you may not need color movies for all analysis work, they're the best for promoting your team at banquets, social functions, community business meetings. New Kodak Ektachrome ER Film has a daylight exposure index of 160, meaning there's no play too fast for this film, regardless of low light levels.

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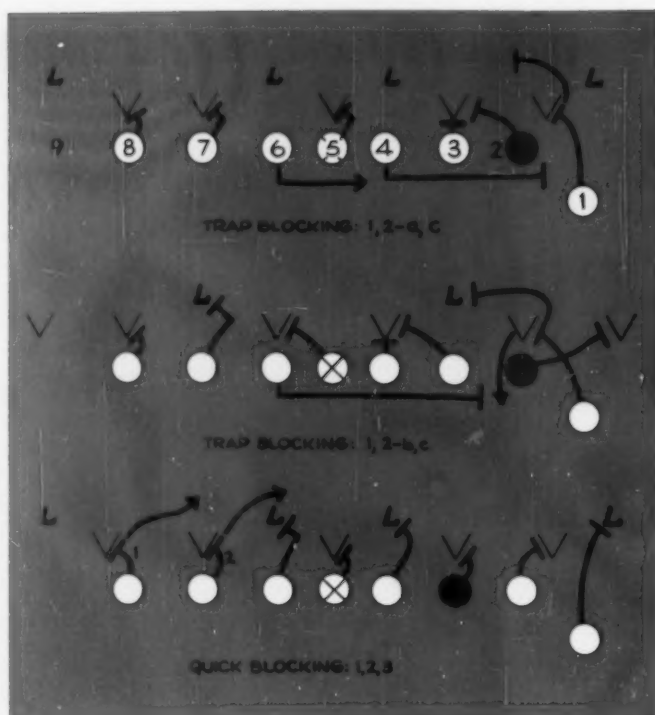
pletely from any angle.

A single winding with this camera means you can shoot up to 40 feet of film without stopping; enough to cover a triple play—plus.

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Simplified Rule Blocking for the Wing T

DIRECTLY or indirectly every coach teaches some form of rule blocking—directly when his team follows precise rules previously studied and interpreted, and indirectly when he explains in long form the application of certain blocking assignments.

Rule blocking per se certainly isn't a cure-all for the problems involved in coaching offensive line play, but it's certainly the most practical approach. Many coaches hesitate, as I did, to experiment with this system, fearing restrictions on their total offense. Dissenting voices may also argue that the "exceptions to the rule" refute simplicity.

The organization of a system of

rule blocking for the Wing T engenders the consideration of a few basic and governing factors. For instance, full utilization of the wingback as a primary blocker will affect line blocking technique.

With this in mind the following will be discussed: (1) the type of offense, (2) line blocking principles, (3) applying the principles, and (4) coaching rule blocking.

Type of Offense:

1. The Wing T, as a single wing type of offense, will force a penetrating type of defense as opposed to rally and pursuit.

2. To develop a balanced attack, and for the sake of simplicity, the near back, whether he be the left

By **JOE VARGAS**

Coach, El Cerrito (Calif.) High School

half or the wingback, must have the same blocking rules.

3. The functions of the deep backs, blocking or faking, are secondary and supplement the work of the line.

4. The wingback is a primary blocker.

5. Backfield patterns, with the exception of special plays, must coincide with the system of line blocking.

The purpose of this article is not to show how each offensive hole is ruled, thereby setting up a complete offense, but rather to demonstrate the effective application of rule blocking principles.

Line Blocking Principles. Basic trap and quick-blocking principles must be set up from which individual line rules can be established.

Trap Blocking:

1. A double-team block at the point of attack.

2. Post-lead principle:

(a) Man over whom the play is called will lead-block with his teammate (post) to the inside.

(b) If his teammate (post) is not covered by a defensive man, he will influence out (open the gate) and block the first defensive man to his outside.

(c) Never block man in front.

Quick Blocking:

1. When there's a defensive man on you, block him away from the hole.

2. When there's no man in front, block nearest linebacker.

3. General Rules:

(a) On side—take maximum split.

(b) Off side—the closer the point of attack is to your position, the longer you must check your block. The inside linebackers are the most dangerous to the success of the play. They must be blocked out hard.

Applying the Principles. Now let's apply the above principles more visually through diagrams.

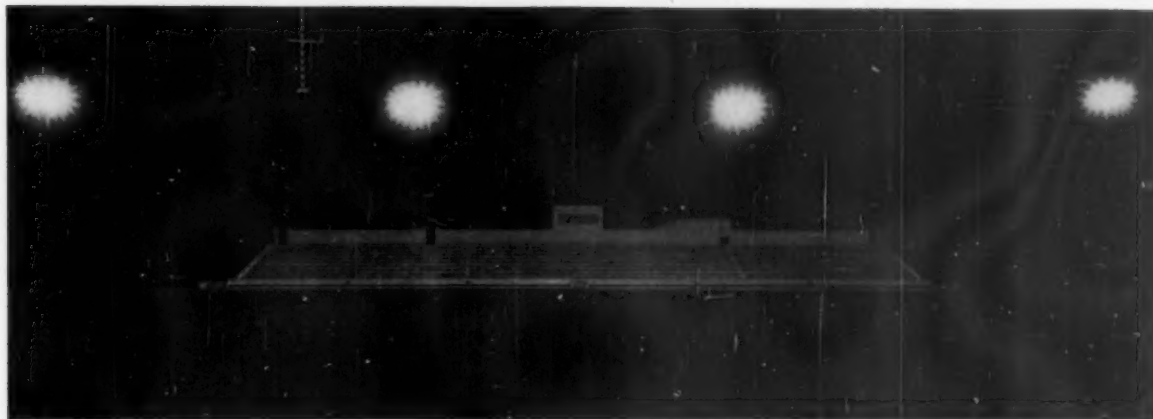
Every boy receives a study sheet(s) upon which he may interpret and apply his rule blocking. A sample sheet for the off-tackle play reads like this:

2 AND 8 HOLE BLOCKING

ON SIDE

Near Back: End covered—fake sweep block and block most dangerous linebacker to inside.

End: Tackle covered—lead block.



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Man on—influence out and block first man to your outside.

Tackle: Man on—post block. Guard covered—lead block.

Guard: Man on—block in. No man on—pull and block first man past hole out.

Center: Man on—block away. No man on—block to offside.

OFF SIDE

Guard: Pull and block first man past center or past hole out.

Tackle: Man on—check-block two counts and align. No man on—check in, align.

End: Man on—check-block one count and align. No man on—align. "Counter"—pull fast and lead play.

Coaching Rule Blocking. Rule blocking won't rule out coaching; it only makes it more precise and understandable. It eliminates a lot of questions that if not completely resolved will cause hesitation and confusion on the field. For these reasons, rule blocking presents a teaching process which is both challenging and rewarding.

The theory of rule blocking should be stated in brief, concise and simple language. Each coach must apply the terminology which serves him best. Communication is the key.

Terms that form the language to be used need defining in a very practical sense. A few of the basic terms and their definitions which will be employed are as follows:

1. "Man On" or "covered" is when a defensive man (lineman or linebacker) will, on his initial charge, make contact with the offensive player over whom the play is called.

2. The word "align" means the offensive lineman should go to the path of the ball-carrier, but in so doing should never pass up a linebacker.

3. The term "On Side" refers to the side of the center where the ball crosses the line of scrimmage.

4. The phrase for the Off Guard, "pull and block the first man past the center" is to alert him for crashing linebackers; otherwise, he continues and blocks at the hole or leads the play.

The basic question facing every lineman is "What is my responsibility when (a) there's a defensive man in front (on) of me, and (b) when there's no man in front?"

Therefore, in coaching rule blocking you should never ask a boy whom he blocks. Instead, insist on the rule which should always start

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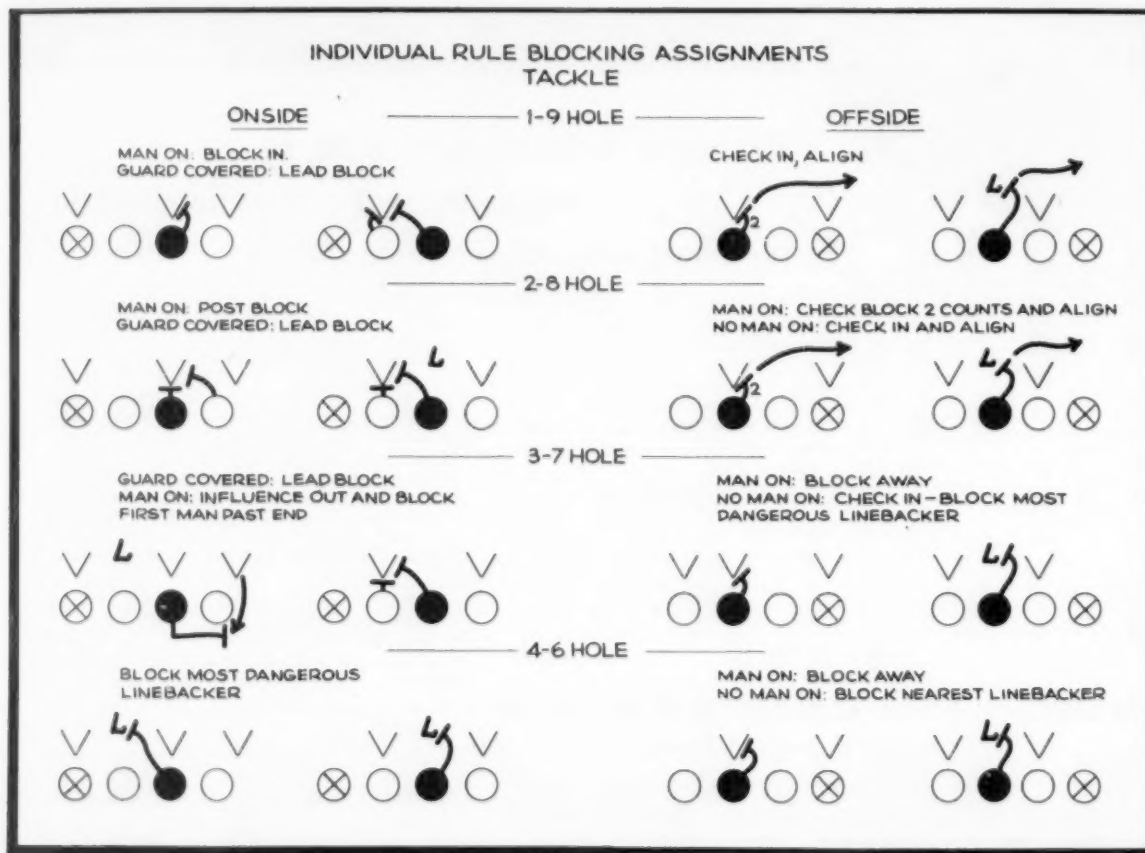
Another fine technique which this writer discovered to be very successful is to question a boy unexpectedly during the course of his school day. Soon every member of the team will become conscious of his responsibility and be ever ready for on-the-spot testing.

Many systems of rule blocking require audible signals (quarterbacking on the line) which are nothing more than exceptions to the rule. Audibles are difficult and confusing since linemen are asked to:

1. Make snap decisions immediately before the ball is centered.
2. Establish a system of fake audibles to keep the defense honest.
3. Change the point of attack by asking an adjacent lineman to accept a different blocking situation. (This in turn will affect the back-field pattern.)

When an offensive lineman is mentally and physically "set" to carry out a predetermined assign-

(Concluded on page 68)





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Guard: Man on—block in. No man on—pull and block first man past hole out.

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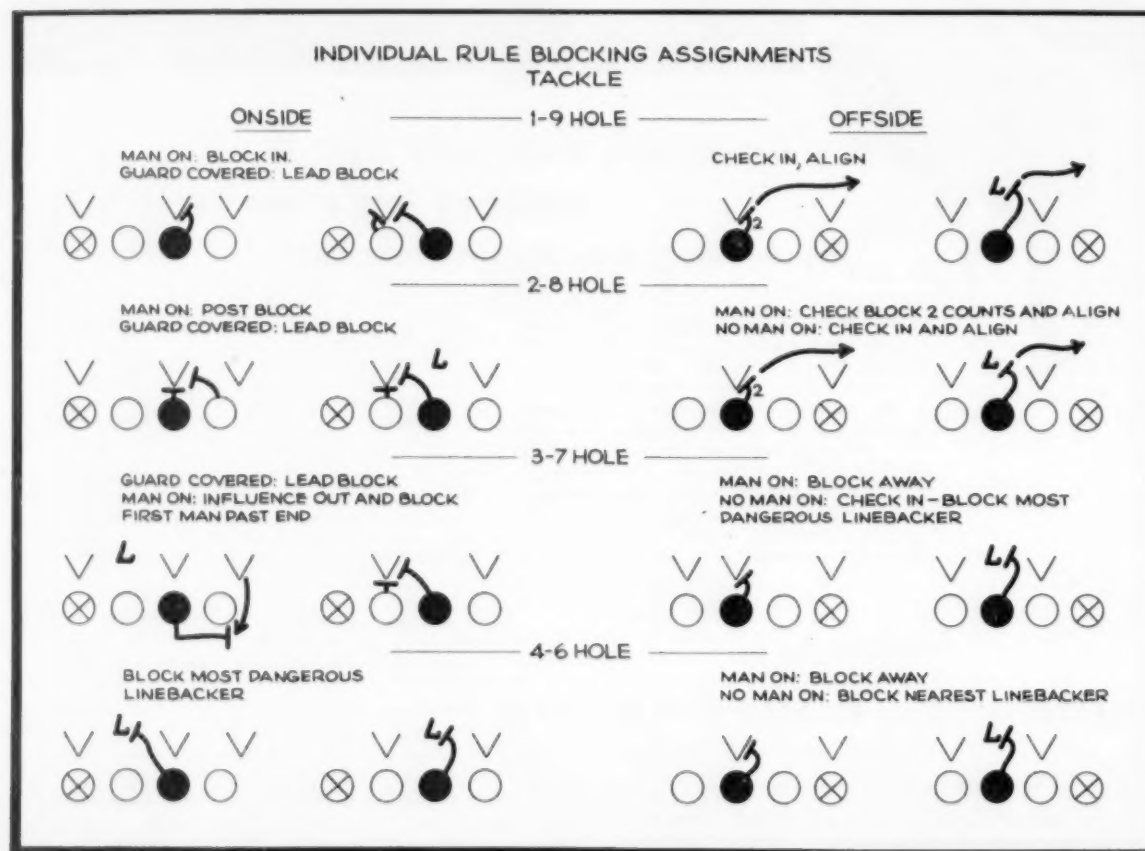
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3. Change the point of attack by asking an adjacent lineman to accept a different blocking situation. (This in turn will affect the back-field pattern.)

When an offensive lineman is mentally and physically "set" to carry out a predetermined assign-

(Concluded on page 68)





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A High School

Coach's Advice to College Recruiters

EVERY year, during and at the conclusion of the athletic season, potential college prospects are besieged with letters, invitations, visits, and offers from scores of people ranging from the coaches, alumni, and friends of the coach to people specifically employed for the purpose of procuring the best possible talent for their respective team or alma mater.

This pressure-packed search for top talent creates many problems that affect the college coach himself, the prospect, the parents, and finally the high school coach.

Many of the problems are positive; that is, they concern the boy, his choice of school, academic ambition, and the type of monetary aid he can receive. Unfortunately, other of the problems are of the negative type, and cause both sorrow and ill-will among the people immediately involved.

The writer has had the opportunity to witness both the positive and the negative aspects of college recruiting, and would like to offer some suggestions that may help correct some of the questionable trends.

As previously stated, recruiting is generally done by three distinct groups: *Type I*, the coach or assistants; *Type II*, alumni or friends of coach; and *Type III*, a paid recruiter.

Let's begin with *Type I, the coach or assistant*. Usually the prospect or his coach is contacted by the college coach or one of his assistants. They express their interests, explain the advantages of their school, and explain the financial aid involved.

Type II, alumni or friend of coach: This type is usually located in the general vicinity of the school. He's asked by the coach to keep an eye on prospects and to relay the infor-

mation to him. Many times he'll talk to the prospect, but generally he acts as an intermediary between coach and prospect.

Type III, an individual paid for his services: This person is paid by the coach or alumni group to recruit specific players. Example: Tall boy . . . ball-handler . . . etc. He contacts the boy, makes the usual offers, and in return is paid for his services. Although documentary evidence is lacking, it's a fact that these people are paid anywhere from \$100 to \$250 for each prospect "delivered."

Comments on all three types:

Type I (the coach). The high school prefers to deal directly with the college coach. Coaches understand each other's problems and the issues are brought to light sooner. The coach can usually make more positive statements regarding financial aid and academic pursuit.

Type II (alumni and friend). High school coaches appreciate the contact afforded by alumni or friends. But the contact should terminate quickly, as the high school coach would rather negotiate with a representative of the college.

Type III (paid person). This type has no place in sports. His purpose is solely to make the "buck." He has no loyalties, therefore knows little or nothing about the college he represents. He seldom takes into consideration the interests of the boy; his sole purpose is to fill the order blank and collect.

You usually find these people organizing all-star games or something of that nature for the purpose of better selection. Their methods are certainly questionable. The writer has known of other abuses, but will refrain from listing same to avoid useless controversy.

This type of person must be weeded out if sports are to maintain their integrity. This responsibility must rest with the college coach.

These are the general types with whom the high school coach comes in contact. What suggestions can the high school coach make to the college coach? Based on both the writer's and other high school coaches' experience, the following suggestions would facilitate the task of the college and high school coach:

Step I: Write to the high school coach. Ask for general comments about the boy's abilities, his interests, and grades. **DO NOT** contact the boy first. Many coaches resent this and have a decided influence on their boy which might damage the college coach's chances of getting the boy interested in his school.

Step II: If you can, ask the coach if you can visit the school and talk with the boy. You may also make arrangements to talk to the school's guidance people. In most cases the coach will invite you to a practice session. Call before coming; don't come in during a practice session. It may cause many inconveniences.

Step III: Make arrangements to talk to the parents of the boy. A frank and personal talk with the high school coach can give you a good insight as to what you can expect in your talks with the parents. Don't violate the confidence of the high school coach.

Step IV: If possible, invite the boy to visit the college. If you can, have a qualified member of your administrative staff talk with the boy regarding his academic interests. What does the school have to offer academically? What are the possibilities in entering certain schools of the university? There have been too many cases of boys being talked into entering only that school where he could remain eligible.

Example: Boy "A" wants to enter the School of Liberal Arts. His grades are questionable, but good enough for the School of Liberal Arts. The coach sees the potential risk in his investment. He talks the boy into entering the School of Education on the assumption that if his grades go up, he can apply to the School of Liberal Arts after his first

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year. More often than not, the boy cannot make it and remains in a school where he has little or no interest.

The writer believes that a boy should be given the benefit of the doubt and should enter the school of his choice, if he qualifies. The boy can always drop down, but finds it very difficult to climb back up.

Naturally the writer realizes that some boys may not be qualified to enter a certain field of learning. However, that decision should be left to the discretion of the boy, his advisor, or high school guidance director.

At our school in Oceanside, Long Island, we're fortunate in having excellent guidance personnel. Our department, headed by Vic Lecesse, carefully supervises the choices made by our students. He advises but leaves the decision to the parents and the boy only after all the questions are ironed out. These people are better trained than the average coach in handling matters of this nature.

Before concluding, the writer would like to list some Do's and Don'ts that may improve the future relationships between the high school coach and the college coach.

DON'TS:

1. Contact the prospect first. Write to the coach.
2. Invade practices.
3. Send mimeographed letters. Be personal.
4. Make any promises until you know the boy's academic standing and potential.

5. Encourage the boy to enter your school if his interests don't coincide with your curriculum.

6. Visit the parents until you've talked with the coach.

7. Use the "paid recruiter." He does a great amount of harm to you and to your school.

8. Violate the confidence of the high school coach.

DO'S:

1. Contact the coach first.
 2. Ask for general comments on the boy.
 3. Visit the school if possible.
 4. Ask the coach to make arrangements for you to talk with the guidance director.
 5. If the coach doesn't mind, see if you can observe a practice session.
 6. Invite the boy to visit the campus.
 7. Have a qualified person talk to the boy regarding his academic objectives.
 8. Tell him bluntly what he can expect in regard to financial aid.
 9. In your correspondence with the coach, enclose a three-cent postcard in order to facilitate an answer to your questions. (Many coaches have too many additional duties in high school to be able to answer all the correspondence received.)
- The writer realizes that he has covered only the superficial aspects of this matter. There are many problems, but it is hoped that these suggestions will benefit and improve the relationship between the college and high school coach, and through this improvement best serve the boys and the sport.

Why Competitive Athletics?

(Continued from page 24)

for more participants in more sports.

This would naturally begin with the best possible program of physical education to expose all students to many challenging experiences. The natural outgrowth of such learnings would be an intensified school program of intramurals and recreation, reinforced by a community all-ages recreation program.

Whatever we do, let's be sane and practical. And let's proceed one step at a time. This will usually produce a program of a more permanent nature than might otherwise be the case. Our policies should be developed in harmony with generally accepted standards, and not be merely those of expediency.

The challenge, of competition, especially in athletics, begins and ends with the administrator, the man who, with the Board of Education, controls the destiny of the school. With careful selection of the best possible ath-

letic leadership, and with the fabrication of specific policies prepared by a committee and followed in competitive participation, we can make a good start.

However, even this just merely scratches the surface in terms of what athletics can and should do. As Browning states, "the best is yet to be," and it will be if we remember that competitive programs are justified and contribute much only when they are educational.

Many of you readers may not realize that there are two sides to every problem, two sides to every coin; and if my article only clarifies the competitive issue just a little, perhaps the time and effort expended in preparing it (originally for a two-day conference on competitive athletics at Eugene, Ore.) can be justified.

I sincerely hope this think-piece proves of some value to you.

Pursuit Drills

(Continued from page 18)

tackling motion. Many practice shivers can be executed in a short period, as men work simultaneously on the outside pads.

Hand Shiver In—Hand Shiver Out —Pursuit: Two lines of players are stationed on the end pads of the defender. The player hand-shivers the end pad, slides to the one on the inside, shivers it, and slides back to the outside, where he again shivers and pursues out and around the defender. This teaches him to be alert when starting one way and then recovering and coming back for a reverse or counter play.

Roll Drill: Players form a single line at the end of the defender. They then forearm-shiver, roll or spin to the next pad, and repeat the shiver as other men follow. Each man pursues out and around the defender on completing his spins.

Kneeling Shiver Drill (Picture 3): One player kneels in front of each pad and uses a hand shiver in rapid succession. This is a fine arm-and-shoulder conditioner that will teach a boy to capitalize fully on the use of hands on defense. The forearm shiver is also practiced in this manner.

Kneeling Finger Developer: This is set up like the kneeling shiver drill, but arched fingers are used in executing the shiver. This will strengthen the fingers and wrists as well as the arms.

Tackling (Picture 4): With defender pads rotated to charger position, the linemen tackle the pads on the snap of the ball and drive forward and upward on contact. Players hit with a vicious body recoil and a fast follow-up, with feet well spread.

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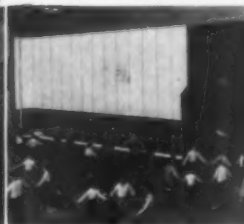
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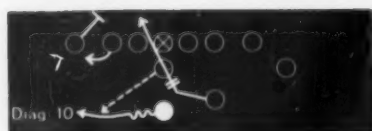
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Diversify Your Offense

(Continued from page 7)

To better indicate the versatility of our basic offense, let me diagram the play possibilities from one formation. For example, from strong right we can run our fullback slant, quick toss, quick handoff (Diags. 1-4), the inside ride series to the left, and, by splitting the left end and putting the fullback in motion one count, the weak-side toss (Diags. 9-10).



From this series of plays alone, it can be seen that a defensive over-shift or slanting line to the flanker wouldn't be sound.

From this beginning, we decided to further exploit the possibilities of multiple flankers and split ends. Our idea was not to add plays as much as to improve upon the plays we already had by the judicious use of additional and varied formations.

After our second early season loss, we felt something had to be done not only to open up our offense but to raise morale. With this thought in mind, we developed our Spread Left and Spread Right formations (Diags. 11-12).

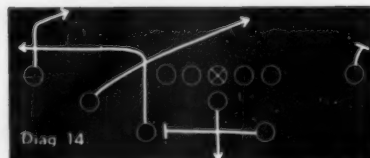
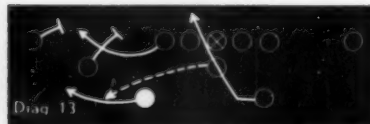
In teaching the new alignments, we emphasized their strength and sold the boys on the idea that our plays, when run from these formations,



couldn't be stopped.

Both ends were split out 5 yards. On Spread Left, the left halfback moved out to a position 2 yards inside the left end. The fullback moved to his left so that his inside foot came behind the outside foot of our tackle and 4 yards from the line of scrimmage. Our right halfback maintained his normal position. (The opposite arrangement would be for Spread Right.)

This formation enabled us to run our normal right halfback plays, including the weakside toss, yet it strengthened our outside attack to the left considerably by moving an additional blocker wide and positioning our fullback a half yard wider and 1 yard deeper to exploit the quick toss. (Diag. 13). In addition we added one new pass play, which we called Flood Left, that, though very simple, proved to be most effective. (Diag. 14).



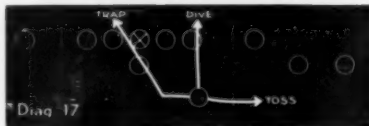
The right end, instead of splitting, stayed in and blocked the defensive end to his side. The right halfback moved aggressively to his left and blocked the right defensive end. The line blocked man for man.

The left end ran downfield 8 yards and angled into the middle, the flanked left halfback raced on a 45° angle across the field, while the fullback moved straight downfield 5 yards and cut behind the other two into the left flat. Invariably, the flanker going across or the fullback in the flat were open.

All of our regular drop-back pass

patterns could also be run with the fullback blocking the right defensive end. In our fourth game we used these formations 75% of the time and rolled to a 33-0 win. This, however, was only the beginning.

The following week we added two more formations (Diags. 15-16), and one new running play to each. We called these formations Two Right and Two Left. From Two Right (Two Left opposite), we could run all our normal right halfback plays except those back to the weak side. (Diag. 17).



It was also possible to run our normal pass patterns to the right by having the left end block the right defensive end and the right halfback block the left defensive end. Also from this formation another effective flood pattern was developed (Diag. 18). The only pass we threw to the weak-side end was an automatic jump pass over the line to exploit any opening left when the defense compensated for our strength.



Obviously, the greatest threat from this formation is the quick toss to the outside. Our rules were that the strongside end and both flankers block the first man to their inside. Any outside man would be left for the pulling tackle. (Diag. 19).

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It should also be mentioned that our quick halfback trap realized its greatest gains from this formation primarily because the defensive secondary spread to cope with the outside threat.

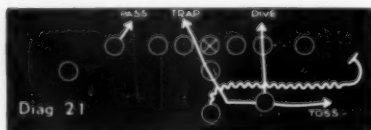
Previously, we mentioned that one new play was added to each of these formations. It was designed to give us an off-tackle threat to the weak side—something that, upon looking at the offensive alignment, seemed almost impossible. The play actually is as old as the game itself and is generally known as an end-around.

We fancied it up by preceding the hand-off with a halfback trap fake to hold the defensive secondary (**Diag. 20**). The hand-off timing was perfect, the end pulling around behind the quarterback just after the trap fake. This play, designed primarily to keep the defense honest, became one of our best ground gainers, offering a major threat from the Two Right and Two Left formations.



A week later we added a fullback motion series, from which we ran all of our basic plays, and one new pass play. This series began from an Open Right or Open Left formation (right halfback right or left halfback left). The ball was always hiked on three, with the fullback going in motion on one.

We found that the defense, already adjusted to our single flanker, was forced to make a hasty change to compensate for our fullback in motion. If it made no adjustment, our quick toss to the halfback on the motion side was almost impossible to stop. If the defense did change, their movement often created momentary confusion or left unprotected areas in the middle, so that the quick trap, hand-off, or quick pass became big ground gainers (**Diag. 21**).



The one new pass play we added for this series resulted in a touchdown the first time it was used, and it abetted our quick toss. After running the quick toss several times, we noticed that the defense reacted very quickly to the fullback's movement in an attempt to stop the anticipated toss play.

We hence told the fullback to break downfield immediately after the ball was hiked, rather than block in as on the toss play. The quarterback and remaining halfback faked the toss, with the quarterback keeping, step-

ping back and to the right two steps, and lobbing the ball downfield over the defense to the fullback (**Diag. 22**).



Two weeks before the end of the season, we developed our T Double-Wing series. Again we avoided adding plays but, rather, made a few minor adjustments to fit most of our basics into the new formation.

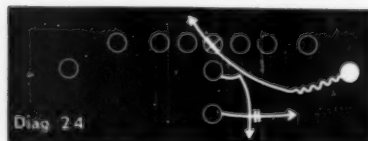
Instead of lining up straight from the huddle, we lined up in a closed formation (all backs in) and shifted to the T Double-Wing on the "get set" signal. Both halfbacks took two steps and a hop into a flanker position one to two yards outside the offensive end to his side, leaving only the fullback and the quarterback in their normal positions.

From this formation we could run all our basic plays by simply having the back designated as the ball-carrier go in motion so that he'd arrive at the spot he'd normally be in when receiving the hand-off. (For most backs, one to one-and-a-half counts in motion would be sufficient. Because of this, the snap signal must be on at least the second number.)

As two examples, let's take our inside ride off-tackle play to the left halfback and our quick trap to the right halfback. On the off tackle play (**Diag. 23**), the quarterback rides the fullback in over guard, retracts the ball, and hands off to the left halfback going off tackle.



Everyone carries out his normal assignments, with the exception of our left halfback. Since he's the ball-carrier, he must go in motion so as to arrive in his normal position for the hand-off without upsetting the timing of the play.



On the quick trap to the right halfback (**Diag. 24**), all assignments are carried out without change except that the ball-carrier must again go in motion so as to arrive at his normal hand-off position without delaying the proper execution of the play.

At this point it's important to mention that the back in motion moves at full speed; he doesn't trot, as so

many motion men do. By insisting on this, the coach can assure better timing and execution.

The quick toss is run from this formation by having the fullback move one count in motion (at full speed) to his right or left, depending upon the play, thus enabling him to receive the ball at the spot where the halfback would normally be on the halfback toss. All other assignments remain the same.

This particular toss play proved to be very successful, since it was impossible for the defense to overload to any particular side to stop the outside attack.

All these formations and plays represent the author's attempt at diversifying and improving a basic offense. By using the varied flanker formations, we realized a two-fold purpose:

First, we increased our scoring potential by forcing hasty defensive deployments; and, secondly, we hurt the opponents' offense by forcing them to spend most of their pre-game preparation on defensive organization.

Some of you may feel it's too complicated for the average school team. All I can say is that it worked for us. Proof of its simplicity lies in the fact that all these variations weren't put in until after the third game of the season, and that the personnel putting it to use was decidedly average in both size and ability.

We feel that an offense which can amass 244 points in a nine-game schedule has merit. Why not give it a try?

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"Two, leave your driver home. Use the two-wood. The added loft with the club face closed will get the ball up for you. A driver with this grip might send the ball into the ground. You'll not lose distance with the higher wood.

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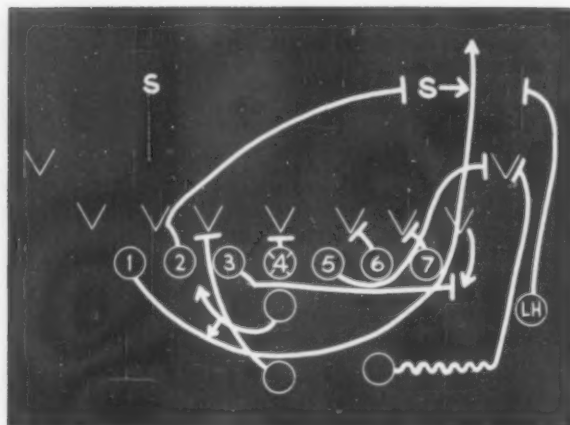
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"Our Fifth Back"

By JACK OLCOTT

Millersburg (Ohio) High School



Diag. 1, end around in belly series vs. Okla. defense

IN THIS ERA of lonely ends, Millersburg employs a sort of gregarious end whom we call "Our Fifth Back." Having the potential to break up the game at any moment, he's a constant threat in all play series. He's our change-of-pace guy, our key-breaker, who, because of his pass-receiving agility and size, is often our best ball-carrier.

We run our end-around often to capitalize on over-shifted or flowing defenses, and to exploit our fine running ends. Every lineman dreams of carrying the ball and, although only our ends do the running on this play, the other linemen derive a vicarious thrill out of it.

The end-around also embodies one of the more attractive features of the Wing T—the constant threat of the wingback on reverses. These reverses keep the defense honest, and you may obtain this benefit by incorporating the end-around in your Split T, orthodox T, or any other formation.

Speed is naturally the foremost prerequisite in the end-around, since

the end must be able to hit the hole quickly as the backs set the pattern. The shallow depth of the end is another important requisite. Any play operating on or near the line of scrimmage can thus hit faster and rarely produce a sizeable loss. At times you may desire a deeper cut by the end when sweeping wide, but his speed is always the most important item.

With most defensive ends or corner men hanging and playing to the outside, we find it much easier to cut to the inside or off the tackle hole. But this isn't always the case; we do swing to the outside on occasion—which we shall discuss later.

In our end-around in the belly series against an Oklahoma defense (Diag. 1), our quarterback steps deep and gives our fullback a full ride over the outside foot of our left guard. After riding the fullback into the line, he softly hands off to the end, then rolls off to the left, dropping back to fake a pass.

We often set our halfback out to the flanking position before the snap. The right half is usually sent into

motion just before the ball is centered. This helps spread the defense and gives us an added blocker at the point of attack. The right half's movement also draws the defense's attention. It seems to mesmerize him, allowing our end to come around almost unnoticed.

The fullback drives over the left guard's outside foot. If a man comes into this gap, our fullback drives into him. If there's no man in the gap, the fullback continues his fake down field 15 yards.

No. 1, our ball carrying end, pulls just like our guards, close to the line, and must keep close. He must practice his timing until he knows exactly how long it will take him to receive the hand-off after the quarterback's ride to the fullback. He runs like a fullback until he has cleared the off-tackle hole. Then he levels off for the goal line, taking advantage of the downfield blocking.

No. 2 blocks for two full counts on the defensive tackle, then releases crossfield for the deep man on the far side.

No. 3 pulls close to the line, inside the quarterback's fake. He must move quickly, as our ball-carrying end cuts off his block. If the defensive end boxes, our guard has a fine angle and blocks him to the outside.

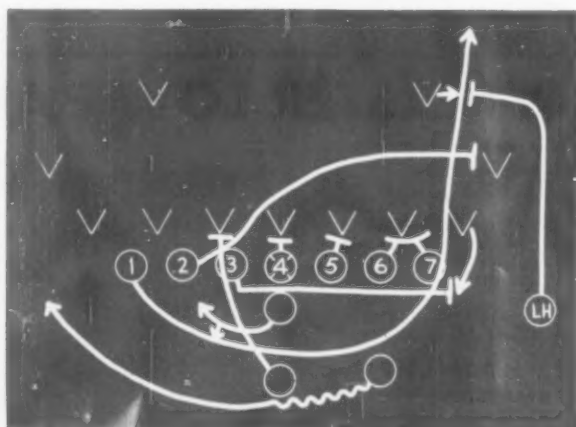
No. 4 has a good angle on the man over him, as the fullback's fake usually draws the opponent out of position.

No. 5 pulls and blocks the corner man, taking him any way he wants to go.

No. 6 blocks in on the Oklahoma linebacker. He must really fire out on this man and drive him off the line and to the left.

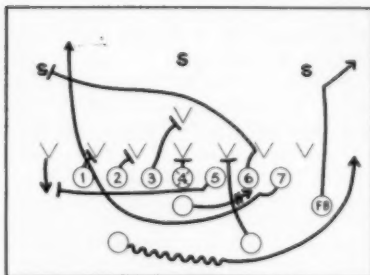
No. 7 drives the defensive tackle right off the line of scrimmage and to the left.

This is one way of blocking the Oklahoma defense. But against a good hard-charging Oklahoma tackle, you may have to use a double-team block at the point of the attack—with the



Diag. 2, double-team block at the point of attack

No. 7 is the drive man on the defensive tackle. He always aims for the opponent's middle and drives him inside—opening the off-tackle hole.



No. 3 blocks the middle linebacker. He has a fine angle on this man, as he's usually following the offensive
(Concluded on page 53)



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protection . . .



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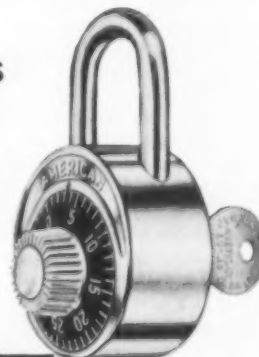
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Stimulating Athletic Interest

Through a Varsity Club

VARSITY CLUBS offer another way of giving part of the game back to the boys. A good ball team must have team spirit and school spirit, and an athletic club can be used, in part, to maintain interest or to help revitalize it when interest is declining in athletic activities.

Current waves of delinquency tend to make many potential athletes seek their recognition in the wrong places and in the wrong manner. Adolescents are gregarious and want to belong to a group.

The Varsity Club satisfies this natural instinct for those who participate directly or indirectly in some form of interscholastic athletic competition. It gives a sense of belonging. The Club is set up so that it's a mark of athletic distinction to become a member.

The Varsity Club particularly adapts itself to the smaller school because there aren't as many lettermen due to less sports activity. The larger schools have more sports, hence have more lettermen and may limit their athletic club to lettermen.

A good functioning Varsity Club should have some of the following objectives:

1. To give recognition to those willing to put forth extra effort in developing athletic skills.
2. To raise the quality of athletic participation.
3. To establish greater comradeship between squad members and other athletes.
4. To make participation more fun and more rewarding.
5. To encourage participation in more than one sport.
6. To appreciate the values of all athletic activities.
7. To back as a group all school functions, athletic or otherwise.
8. To encourage potential athletes to participate on some interscholastic team.
9. To sell the value of clean athletics to the student body and to the community.
10. To sell by personal example the discipline necessary for great success in athletic participation.

Membership rules are set up to make the organization somewhat exclusive. In general, membership is attained through participation in athletic activities. The following is the basis for membership:

The student must have participated in one or more varsity sports.

In basketball, to have played in four or more quarters.

In baseball, to have participated in seven or more innings.

In track, to have earned five or more points.

In tennis, to have played in one or more matches.

These requirements, it will be noted, aren't too difficult to attain and comparable standards can easily be set up for football, wrestling, etc. Plenty of suggestions will usually come from the club members for entrance requirements.

Care must be taken that these requirements don't become too high. To get as many athletic-minded individuals participating as possible, student managers, cheerleaders, and coaches are, by virtue of their positions, automatically eligible for membership.

The officers of the club consist of a:

- (a) President, who must be a junior or senior.
- (b) Vice-President, who must be a freshman or sophomore.
- (c) Treasurer, who must be a junior or senior.
- (d) Secretary, who must be a sophomore or junior.
- (e) Advisor, who is one of the coaches.

It will be noted that most of the offices are restricted to upperclassmen. This is done to give mature

leadership and to avoid possible resentment on the part of upperclassmen. Boys in their teens tend to resent direction from freshmen.

The meetings may be held during a weekly activity period. Standard rules of order are in effect to give training in meeting procedure and to prevent disorder. Occasionally, a special meeting may be held out of school time, but this should be avoided because it works a hardship on those who live at a distance and provides the occasion for another night out for some.

The Varsity Club, like any other club, must have projects that meet with membership approval and don't conflict with the policies of the school. The ideas for the projects should come from within the membership, if possible.

It's well to outline a project calendar. Without such a schedule the meetings are likely to be mediocre and poorly planned. Planning ahead makes possible better presentation and ensures participation by more members of the club. The project calendar shouldn't be frozen so that adjustments can be made whenever immediate important problems arise that require the attention of the group.

Successful projects which may be used are:

1. Buying film for the taking of motion pictures of games or meets during the season.
2. Sponsoring a "player of the week" who may be featured in the local paper, in school, etc.
3. Providing individual pictures in action poses.
4. Getting pictures of special interest, such as, twins on the squad, father and son, athletic honor students, unusually tall or short squad members, etc.
5. Raising of funds for the purchase of athletic equipment that might not easily be obtained through the regular school budget channels, such as pitching machines, club room furniture, radios, etc.
6. Financing trips to pro or college games.
7. Providing pep club insignia.
8. Uniforming ushers and other working personnel.

The funds for financing the club
(Concluded on page 68)

By **J. H. GRIFFIN** and **WILLIAM JAGG**

Teutopolis (Ill.) H. S.

Penn H. S., Mishawaka, Ind.

Stackhouse

PERMANENT ATHLETIC EQUIPMENT

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You will see many of your own ideas in our 1960 improved line. It has been a real pleasure to build this equipment and work with you. We are most enthusiastic about our latest football equipment, and solicit your inspection as you plan your needs for the season just ahead.

Note that these football machines are radical departures from the conservative sleds of the past decade. They are alive and demand game-like alertness, reaction, and follow-up at all times.

While this ad features football, please do not forget that we make just as complete equipment for all other sports.

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President



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HILLERICH & BRADSBY CO., LOUISVILLE, KY.



1960 ALL-AMERICAN H. S. BASKETBALL SQUAD

Name and School	Ht.	Coach
John Thompson (Carroll) Washington, D. C.	6.11	Bob Dwyer
Jay Buckley (Bladensburg) Md.	6.10	Alan Kyber
Mel Counts (Marshfield) Coos Bay, Ore.	6.10	Bruce Hoffine
James Barnes (Stillwater) Okla.	6.8	Red Loper
Gene Lane (East Tech) Cleveland, O.	6.8	Joe Howell
Bill Vincent (South) Omaha, Neb.	6.8	Cornie Collin
George Wilson (Marshall) Chicago, Ill.	6.8	Spin Salaris
Tom Dase (Glendale) Calif.	6.7	
Garry Garrison (Christian Bros.) Clayton, Mo.	6.7	D. C. Wilcutt
Bernie Mills (Dunbar) Chicago, Ill.	6.7	Dutch Rittmeyer
Paul Silas (McClymonds) Oakland, Calif.	6.6½	Paul Harless
Ray Brown (Roosevelt) Dayton, O.	6.6	John Woolums
Connie Hawkins (Boys) Brooklyn, N. Y.	6.6	Mickey Fisher
Bill Bradley (Crystal City) Mo.	6.5	Arvel B. Popp
Roger Brown (Wingate) Brooklyn, N. Y.	6.5	Howard Rosenstein
Dennis Dairman (North Phoenix) Ariz.	6.5	Jiggs Hardt
Dave Hicks (Wilbur Cross) New Haven, Conn.	6.5	Sal Verdame
Barry Kramer (Linton) Schenectady, N. Y.	6.5	Walt Przybylo
Charles Nash (Lake Charles) La.	6.5	Carrell Dowies
Ron Bonham (Central) Muncie, Ind.	6.4	John Longfellow
Joe Caldwell (Fremont) Los Angeles, Calif.	6.4	Bill Thayer
Don Frye (Monticello) Ky.	6.4	Joe Harper
Bill Maphis (Romney) W. Va.	6.4	Clyde Green
Walt Hazzard (Overbrook) Philadelphia, Pa.	6.3	Paul Ward
Jeff Mullins (Lafayette) Lexington, Ky.	6.3	Ralph Carlisle
Jim McKay (Greeley) Colo.	6.2	Jim Baggott
Ron Smith (Camden) N. J.	6.1	Tony Alfano
Donnie Kessinger (Forrest City) Ark.	6.0	Ed Henderson
George Leftwich (Carroll) Washington, D. C.	6.0	Bob Dwyer
Doug Hutton (Clinton) Miss.	5.10½	Billy Ray Smith

DARN you, Darrall Imhoff! Why'd you have to get injured in your senior year in high school? If you hadn't, *Scholastic Coach's* All-American prep selectors might have spotted you in 1956—and that would have given us a perfect record in the crystal ball league. For all the other 1960 college All-Americans—Jerry West, Oscar Robertson, Jerry Lucas, Tony Jackson, and Tom Stith—were pinpointed by our bird dogs!

For an embryonic view of the Robertsons and Wests of tomorrow, take a look at our fifth annual All-American H. S. Squad, embracing 30 crack cagers from 20 states and the District of Columbia.

New York and California lead the star parade with three selections each, followed by Ohio, Illinois, Missouri, Kentucky, and the District of Columbia with two apiece.

Consisting of 28 seniors and two juniors, the 1960 Squad ranges in height from 6-11 basket-stuffing **John Thompson** of Washington, D.C.'s Archbishop Carroll to 5-10½ hot-shot **Doug Hatton** of Clinton, Miss.

Carroll, which won major post-season tournaments in both Newport, R. I., and in its home city, also placed sensational play-making **George Leftwich**, a 6-footer who was voted D. C.'s player of the year for the second time in a row.

Also hailing from the area were **Jay Buckley** of Bladensburg, Md., a 6-10 pivot who led his team to a state title with a 25.8 average; and **Bill Maphis** of little Romney, W.Va., who clipped off a 27.22 average over four years of play and climaxed his career by piloting Romney to the state title in its class.

New York City, one of the world's hottest hoop incubators, hatched probably the two greatest schoolboy prodigies ever turned out by one city in the same season—6-6 **Connie Hawkins** of Boys High and 6-5 **Roger Brown** of Wingate.

Incredible leapers, shooters, drivers, feinters, and shot-blockers, both boys exhibited amazing poise and

*All-Americans denoted by asterisks

NEW ENGLAND

(Conn., Me., Mass., N. H., R. I., Vt.)

*Dave Hicks (Wilbur Cross) New Haven, Conn.
Charles Hotetz (Greenwich) Conn.
Billy Rado (Naugatuck) Conn.
Dan Coombs (Brewer) Augusta, Me.
Paul Fortin (Lewiston) Me.
Bob Gillis (Charlestown) Mass.
Marty Gomes (Vocational) New Bedford, Mass.
Joe Kosciuszko (St. Mary's) Worcester, Mass.
Art Roberts (Holyoke) Mass.
George Gale (West Lebanon) N. H.
Bob Milliard (Nashua) N. H.
Dennis Dillon (LaSalle) Providence, R. I.
Roger Hamilton (Westerly) R. I.
Ollie Dunlap (BFA) St. Albans, Vt.
Ed Goutas (Bellows Falls) Vt.

MIDDLE ATLANTIC

(N. J., N. Y., Pa.)

Jim Manhardt (St. Mary's) Elizabeth, N. J.
*Ron Smith (Camden) N. J.
Joe Bossert (Seneca) Buffalo, N. Y.
*Roger Brown (Wingate) Brooklyn, N. Y.
*Connie Hawkins (Boys) Brooklyn, N. Y.
Arthur Katz (Mineola) N. Y.
Larry Kessler (Columbus) Bronx, N. Y.
*Barry Kramer (Linton) Schenectady, N. Y.
Ronnie Rothstein (Roosevelt) Yonkers, N. Y.
Gary Zale (Manhasset) N. Y.
Frank Corace (Msgr. Banner) Drexel Hill, Pa.
Brian Generalovich (Farrell) Pa.
*Walt Hazzard (Overbrook) Philadelphia, Pa.
Ron Krick (West Reading) Pa.
Willard Somerset (Farrell) Pa.

SOUTH ATLANTIC

(Del., D. C., Md., N. C., S. C., Va., W. Va.)

Pete Cloud (Conrad) Wilmington, Del.
*George Leftwich (Carroll) Washington, D. C.
*John Thompson (Carroll) Washington, D. C.
*Jay Buckley (Bladensburg) Md.
Charles Leach (Dunbar) Baltimore, Md.
Don Kemper (Towson Catholic) Md.
Terry Ronner (Wilmington) N. C.
Ronnie Collins (Winnsboro) S. C.
George Lyons (Rock Hill) S. C.
Manning Privette (Hartsville) S. C.
Buddy Booker (Wm. Campbell) Naruna, Va.
Chip Conner (Halifax County) Va.
Jay Dietz (South Charleston) W. Va.
Charles Kelly (Montgomery) W. Va.
*Bill Maphis (Romney) W. Va.

SOUTHEAST

(Ala., Fla., Ga., Ky., Miss., Tenn.)

John Blackwell (Scottsboro) Ala.
James Booth (Eufala) Ala.
Tom Baxley (North Miami) Fla.
Paul Radcliffe (Fort Myers) Fla.
Jerry Brooks (Northside) Atlanta, Ga.
Lamar Henry (Murray County) Chatsworth, Ga.
John Mathews (Crawford County) Roberta, Ga.
Tom Finnegan (Flaget) Louisville, Ky.
*Don Frye (Monticello) Ky.
Tom Harper (Clark County) Winchester, Ky.
*Jeff Mullins (Lafayette) Lexington, Ky.
*Doug Hutton (Clinton) Miss.
Bobby Baker (Lexington) Tenn.
A. W. Davis (Rutledge) Tenn.
Jimmy Skelton (Selmer) Tenn.

EAST CENTRAL

(Ill., Ind., Mich., Minn., Ohio, Wis.)

*Bernie Mills (Dunbar) Chicago, Ill.
Jerry Sloan (McLeansboro) Ill.
*George Wilson (Marshall) Chicago, Ill.
*Ron Bonham (Muncie Central) Ind.
Buster Briley (Madison) Ind.
Mickey Reeves (Bloomington) Ind.
T. C. Williams (Central) Fort Wayne, Ind.
Bill Chmielewski (Holy Redeemer) Detroit, Mich.
Reggie Harding (Eastern) Detroit, Mich.
Bill Davis (Richfield) Minn.
Dean Veendorf (Edgerton) Minn.
*Ray Brown (Roosevelt) Dayton, O.
*Gene Lane (East Tech) Cleveland, O.
Dave Grams (Monroe) Wis.
Chuck Wood (St. Catherine) Racine, Wis.

WEST CENTRAL

(Iowa, Kan., Mo., Neb., N. D., S. D.)

Leon Burmeister (Muscatine) Iowa
Chuck Dickens (East) Sioux City, Iowa
John Kincaid (East Waterloo) Iowa
Jerry Burton (Wichita East) Kan.
Vernon Smith (Newton) Kan.
*Bill Bradley (Crystal City) Mo.
*Gary Garrison (Christian Bros.) Clayton, Mo.
Lenny Strauss (Clayton) Mo.
Charles Williams (Mexico) Mo.
Chuck Sladovnik (Holy Name) Omaha, Neb.
*Bill Vincent (South) Omaha, Neb.
Stan Amundson (Valley City) N. D.
Tom Hall (St. Mary's) Bismarck, N. D.
Jim Dyer (Willow Lake) S. D.
Stan Payton (Rapid City) S. D.

SOUTHWEST

(Ariz., Ark., La., N. M., Okla., Tex.)

Art Becker (Camelback) Phoenix, Ariz.
*Dennis Dairman (North Phoenix) Ariz.
Larry Hogue (North Little Rock) Ark.
*Donnie Kessinger (Forrest City) Ark.
*Charles Nash (Lake Charles) La.
Wayne Pietri (DeLaSalle) New Orleans, La.
Cecil Upshaw (Bossier City) La.
Hollice Clay (Hobbs) N. M.
Sidro Garcia (Estancia) N. M.
*James Bornes (Stillwater) Okla.
Bud Koper (Rocky) Okla.
Spencer Carlson (Aldine) Houston, Tex.
Mike Marsh (Midland) Tex.
Dave Somerville (Jefferson) Dallas, Tex.
Craig Winborn (Pampa) Tex.

ROCKY MOUNTAIN

(Colo., Ida., Mont., Utah, Wyo.)

Chris Babbs (East) Denver, Colo.
Tom Dutcher (Montrose) Colo.
*Jim McKay (Greeley) Colo.
Dave Osborn (Fort Collins) Colo.
Dave Sigafos (Littleton) Colo.
Brent Armstrong (Bonneville) Idaho Falls, Ida.
Gary Cook (Idaho Falls) Ida.
Jim Scheel (Wendell) Ida.
Wayne Estes (Anaconda) Mont.
Bob Jensen (Sidney) Mont.
Jim Noennig (Billings) Mont.
Joe Hurst (Olympus) Halladay, Utah
Doug Moon (Davis) Kaysville, Utah
Bruce Wilson (Juab) Nephi, Utah
Don Bozner (Rock Springs) Wyo.

FAR WEST

(Alaska, Calif., Hawaii, Nev., Ore., Wash.)

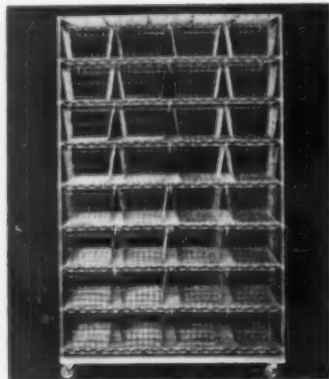
Alan Gray (Juneau) Alaska
*Joe Caldwell (Fremont) Los Angeles
*Tom Dose (Glendale) Cal.
Dick Fagliano (O'Dowd) Oakland, Cal.
Bob Farnsworth (Roosevelt) Fresno, Cal.
Bob Garibaldi (Stagg) Stockton, Cal.
Sherman Kaspar (Santa Barbara) Cal.
*Paul Silas (McClymonds) Oakland, Cal.
Walt Gouveia (Farrington) Honolulu, Haw.
Odis Thompson (Las Vegas) Nev.
*Mel Counts (Marshfield) Coos Bay, Ore.
Jim Jarvis (Roseburg) Ore.
Lowell Scott (Renton) Wash.
Byron Vadset (Lincoln) Seattle, Wash.
Steve Wilson (Ballard) Seattle, Wash.

"Buy The Best"!

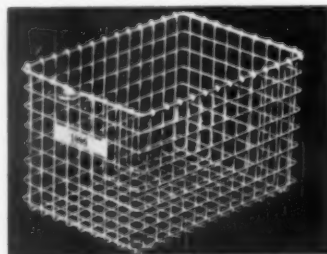
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Baskets

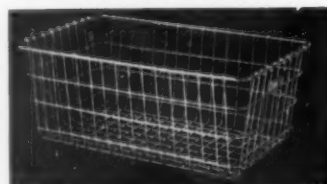
Hangers



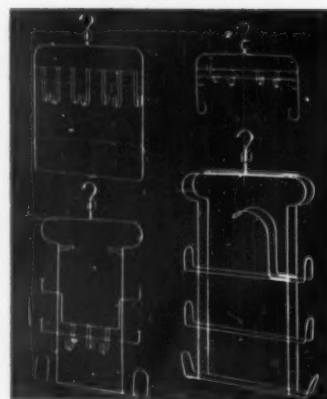
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Storage Baskets



Uniform Hangers

Write for further information and school costs.

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Jersey City 4, N. J.

savvy plus every move in the book. They far surpassed the high school performances of such former New York City greats as Bob Cousy, Dolph Schayes, Tom Stith, Tony Jackson, Alan Seiden, Lenny Rosenbluth, Tom Sanders, Doug Moe, York Larese, Harry Boykoff, Dick McGuire, and all the others who went on to college and pro fame.

Hawkins, averaging 25.2 points and over 20 rebounds a game, was the consummate pivot man—a beautiful feeder, unstoppable driver-scorer, and devastating rebounder. Brown, all-time New York City scoring champ, preferred to work from a corner, scoring with a fantastic jumper or a lightening-like drive. Both boys created a terrible mental hazard for the opponents, batting away shots and leaping a full arm's extension above the rim.

The other New Yorker, 6-5 **Barry Kramer** of Linton of Schenectady, was a tremendous all-around player, averaging 32 points, 18 rebounds, and 10 assists a game.

Also from the Middle Atlantic area were 6-1 **Ron "Itchy" Smith** of Camden's New Jersey champions, a bunch of fancy duns who had to slow down in almost every game to keep from murdering the opposition; and 6-3 **Walt Hazzard** of Philadelphia's Overbrook High, fourth super star from that school in recent years, the others being Wilt Chamberlain, Ralph Heyward, and Wayne Hightower. Hazzard, though less spectacular, was exceedingly versatile and a great shooter.

From the New England area came one of the Squad's two juniors, 6-5 **Dave Hicks** of New Haven's Wilbur Cross. The outstanding player in Connecticut, he led his team to the New England championship at the Boston Garden.

The other junior is **Bill Bradley** of Crystal City, Mo., a 6-5 star who averaged 30.5 per game and was a great rebounder. Many feel he'll develop into the best player in Missouri history. In 1960, however, there was little to choose between him and 6-7 **Garry Garrison**, who led Christian Brothers of Clayton to the state crown with a 21-point production and an average of better than 20 rebounds a game.

From neighboring Nebraska hails **Bill Vincent**, 6-8 Omaha South center described as the best big man ever in the Husker state.

Illinois and Ohio from the East Central area each placed two boys, while Indiana nailed one berth. Supporters of that one Hoosier, however, claim he can handle any other two boys. He's 6-4 **Ron Bonham** of

Muncie Central, who pumped in better than 30 points per game, rebounded like a 7-footer, and moved like a watch-charm backcourt man. He's considered the second best basketballer ever to come out of that hoop hotbed—the first being "The Big O", of course.

The Illinois lads are **George Wilson** of Chicago's fabulous Marshall High, 6-8 with satiny moves, and 6-7 **Bernie Mills** of Chicago Dunbar, a 24-point per game producer.

Ohio chips in with 6-6 **Ray Brown** of championship Dayton Roosevelt, and 6-8 **Gene Lane** of runner-up Cleveland East Tech. Both mainstays hit around the 20-point average and were great off the boards.

Two Kentuckians—6-3 **Jeff Mullins** of Lexington Lafayette and 6-4 **Don Frye** of Monticello—represent the Southeast area, along with **Doug Hutton**, the Mississippi fireball who scored 101 points in one day in the state semifinal and final games! Mullins, a product of a famous basketball school, and Frye, a quiet point-producer and rebounder, were tops in their state.

The Southwest had a fine year, coming up with four All-Americans. They are: 6-5 **Dennis Dairman** of North Phoenix, Ariz., with a 30.15 average for three years; 6-8 **Jim Barnes** of Stillwater, Okla., who became a cause celebre after transferring from a small Arkansas school and who may have been the best ever down there; 6-0 **Donnie Kessinger** of Forrest City, Ark., a little man by basketball standards but also a great football player and just plain unstoppable on the court; and 6-5 **Charles Nash** of Lake Charles, La., a boy with a 33.2 average who played in the National AAU tournament at Denver.

6-2 **Jim McKay** of Greeley, Colo., who led his team to a state diadem with an inspiring performance, is the Rocky Mountain representative on this year's team.

From Bill Russell's old school, Oakland McClymonds, comes 6-6½ **Paul Silas** who set Northern California on its ear for three years while his team chalked up 68 straight. Silas, a soph starter when McClymonds won its area championship two years ago, averaged 30.2 per game in the defense-minded Pete Newell area and looks like a future college and pro great.

Another slick Californian was 6-4 **Joe Caldwell** of city champ Los Angeles Fremont, who pumped in 24.8 per game.

Glendale's 6-7 **Tom Dose**, used mainly as a rebounder last year while Darrell Sutherland (1959 All-

American) was in school, blossomed into a hot scorer this year with a 23.8 average.

Mel Counts of Coos Bay, Ore., best big man (6-10) in his state's history, rounds out the West Coast representation. He hit 28.4 during the season in leading his school to the runner-up spot in the Oregon championships.

Just for the record, here are the boys who just missed making the Squad: **Cook** of Idaho Falls; **Somerville** of Dallas Jefferson; **Briley** of Madison, Ind.; **Davis** and **Veendorf** (a junior) from Minnesota; and **Krick** of West Reading, Pa. Krick, another junior, stands 6-9 and has scored 2,519 points in three years (948 in 1960), already breaking Don Hennon's state record! Oh what a prospect he is for next year's All-American!

Outstanding graduates of previous **Scholastic Coach All-American Squads** include:

1956: Oscar Robertson, Jerry West, Jerry Lucas, Tony Jackson, Ron Johnson, Fred LaCour, Tom Stith, Kelly Coleman, Doug Moe, Horace Walker, Walt Mangham, Nolden Gentry, Dennis Boone, Lance Olson.

1957: Jerry Lucas, Tom Stith, Tony Jackson, Bill McGill, John Egan, Al Butler, Billy Ray Lickert, Tom Meschery, Ray Cronk, Lee Sager, Bob Milkvy, Jerry Graves.

1958: Dave DeBusschere, Jackie Foley, Norman Grow, Wayne Hightower, Jerry Lucas, Bill McGill, Charlie Vaughn, Mike McCoy.

Texas Trends

(Continued from page 30)

fullback slot T and the Winged T to supplement its attack.

The accompanying diagrams show the variety of alignments and plays employed by Texas coaches last season. When you remember that these formations were often combined with various non-T formations, two things are immediately apparent: the public was not subjected week after week to a stereotyped offense, and the defensive units had to work overtime to meet the challenge of the ball-movers.

A TEXAS football mentor for 18 years, A. R. Nooncaster was head man at Pampa High until illness forced him recently to resign. Now head of the English department, he keeps his hand in the game by scouting for teams in his area.

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"Our Fifth Back"

(Continued from page 45)

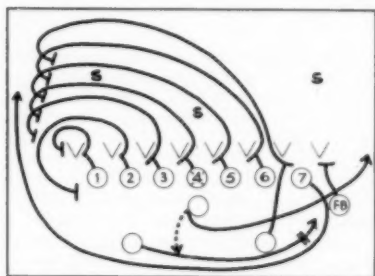
flow. By the time the middle line-backer realizes his error and turns, our left guard has hit him.

No. 4 blocks the man over him, taking him any way he wishes to go.

No. 5 pulls and blocks the defensive end out. If the end crashes, it will be imperative for our guard to hook him in; we'll then sweep the end.

No. 6 blocks the defensive left tackle for two counts, then takes an inside-out angle for the safety man.

No. 7, the ball-carrying right end, takes the ball with an inside pocket and runs like a fullback off the tackle hole, then follows the downfield blocking pattern.



Diag. 4, deep or naked end around

The deep or naked end-around play (Diag. 4) is a powerful tool with which to keep the defense honest and fake out the over-eager linemen's flow.

The quarterback uses a reverse pivot and pitches a dead ball to our left half. The latter begins to swing wide, then starts to cut right over the spot vacated by our right end. He hands the ball to the end, while the quarterback leads the fake power sweep right.

Our fullback flanks just outside our end and blocks the defensive end.

The right halfback blocks the defensive left tackle, then rolls over and goes crossfield for the wall pattern.

No. 1 hits the defensive end with his left shoulder, then slides around him, delays for a three count, and then hooks him in.

No. 2 cuts off the defensive man to his outside, then peels back around our end's hook block to peel-block any trailers.

No. 5 fires into the man over him for three counts, then peels into the wall.

No. 6 also fires into the man to his inside for a three count, then sets up into the wall next to our left guard.

No. 7, the ball-carrying right end, slowly rolls out to his right and then looks up the left halfback. As the halfback approaches, our end forms an inside pocket and moves to the outside of the oncoming man. Upon receiving the ball, the end begins to belly back about three yards and then sprints around his left end, keeping the ball hidden on his left hip.

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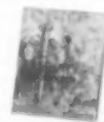
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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

AT THE 1959 baseball writers dinner in New York City, Mayor Bob Wagner smote a four-bagger with the bases full. "Branch Rickey made two great contributions to baseball," noted hizzoner. "He broke the color line in Brooklyn, and the treasury in Pittsburgh."

The Senators had lost 18 straight back at the turn of the century, and was trailing in Detroit, 1-0, when the skies blackened. Then Washington tallied five times, but before Manager Joe Cantillon could rush the game through, the storm broke and washed out the inning—leaving his team with its 19th defeat.

Still in uniform, the players ran for their horse-drawn bus. As the last player climbed aboard, a bolt of lightning struck, killing both horses. Cantillon lifted his clenched hands to the skies.

"Oh, Lord," he prayed. "What kind of justice is there in heaven that strikes these poor dumb creatures dead and lets these miserable, unspeakable vegetables sit there alive?"

Following a tremendous year at Kansas City, Bill Skowron was called up by the Yankees in 1954. "What are Skowron's chances at sticking?" asked a reporter of Casey Stengel.

"He can't miss," snorted the Professor. "Why, that fellow led the American Association in everything but stolen towels."

When little 5-6 Phil Rizzuto first reported to the Yankees in the spring of 1941, nobody in camp took any notice of him. Hurt by this lack of interest, Phil complained to Lefty Gomez, the great pitcher.

"Look, kid," Gomez commiserated, "don't be disturbed. Those big guys just haven't seen you yet."

Having implored his manager, Harry Craft, for a chance to start, the rookie hurler promptly walked the first four

batters, was tagged for three straight hits, uncorked three wild pitches, then walked three more men before Manager Craft could get out there and take him away.

"Well," snarled Craft, as they walked back to the dugout, "what have you got to say for yourself?"

"Maybe I was a little off today," alibied the rookie.

"But not as far off as you'll be tomorrow," growled the manager.

In the days of the parsimonious Clark Griffith, a youngster showed up at a Washington Senator try-out school and proceeded to dazzle one and all with a dazzling fast ball and curve. The Senator owner offered him a \$500 bonus to sign a contract. The kid refused. Griffith then upped his offer to \$750. The lad's enthusiasm remained restrained. Finally the Senator owner

said he'd pay \$1,000, but that was his final offer.

"Mr. Griffith," said the boy coolly, "If that's all you can offer, I'd rather wait and sign with a major league team."

Somewhat the worse for wear after an all-night stand on the town, Doc Cramer wobbled into the ball-park and found his way to the outfield.

The first time up, he doubled in two runs.

The second time at bat, he tripled off the center-field wall.

The third time at the plate, he homered.

Came the ninth with the score tied and a man on third—and Cramer popped to the infield.

Manager Connie Mack shook his head, "I was afraid that would happen when he sobered up."

The baseball coach was selling tickets for a benefit game. He approached the local realtor, a notorious skinflint, and asked him how many tickets he would like to have.

"I'm sorry I can't buy any," the gentleman answered. "I won't be able to be there. But I want you to know my spirit will be there with you."

"Good!" snapped the coach. "I have a good selection of \$1, \$2, and \$3 seats. Where would you like your spirit to sit?"

Umpire Ed Runge was needling Billy Martin about his .220 batting average. "Boy, you're a miserable hitter these days. Why, if somebody threw you an elephant, you couldn't hit it."

"Ed," knifed back Martin, "If somebody threw me an elephant, you couldn't call it."

HOT-AIR WAVE FROM THE FANS

By JEAN D. RAMSAY, Philadelphia, Pa.

The score was tied at 84
A jump ball was the play
With only seconds on the clock
It could go either way

The ball was up; a goal was made
The game was won by two
The winners toasted victory
Until the dawn came through

But the losers looked around a bit
Why did they lose this game?
They were dejected; they were mad
And someone was to blame!

Most said it was the referee
—A dishonest man for sure
A robber, a thief, a scoundrel
(And his eyesight rather poor)

Others claimed it was the coach
The team looked uninspired
The strategy was very bad
It was time to have him fired

Some thought that it was obvious
To everyone in town
The players loafed and didn't care
And really let them down

But life goes on—until next week
Another game is due
They're waiting with their judgments
And perhaps a fish or two

But as it goes, they win this time
They needn't look for blame
The strategy was brilliant
—Even though it was the same

The loafers who had let them down
Are heroes for tonight
And the referee in one short week
Somehow regained his sight

But the thing that really won the game
In their heart of hearts they knew
Was the moral support, the loyalty,
The faith of—you know who.

When Johnny Nee was scouting for the Yankees in the days of Colonel Jake Ruppert, he once signed a rookie prospect who happened to be a clergyman on the side. He paid the kid \$500, but the boy never reported.

The Colonel was furious. "Nee," he roared, "you've squandered \$500. What do I get for it?"

"Good will, Colonel," soothed the scout. "Just think—he'll pray for you!"

Hank Aaron was taking batting practice in Shibe Park. He belted the first ball over 400 feet into the upper left-center seats, where a fan made a fine bare-handed catch. A moment later Henry belted another ball into the same sector, where the same fan again plucked the ball out of the air—amid a tremendous cheer.

Aaron grinned: "That guy is sure playing me right."

Covering his first tennis tournament, the visiting sportswriter was astounded to see a boy playing a match with a two-handed grip on a banjo.

"Good Lord," he yelled to the umpire, "why don't you tell him he's supposed to use a racket!"

"We can't now," the umpire calmly replied. "He's just reached the semi-finals."

High school coaches usually take a back seat in the after-dinner speaking department, but not Frank (Chic) Marra. The Dickson City (Pa.) H. S. mentor is a four-alarm fire at banquets. Here's a fair sampling of his wit and wisdom:

"If all the cigarettes were laid end to end, they'd encircle the earth. If all the basketball officials were laid end to end . . . you know, that's a good idea."

"It's a known fact that women play an important part in a coach's life. There's a woman behind every successful man. Napoleon had his Josephine. Washington had his Martha. Eisenhower has his Mamie. Even Heinz has his . . . tomatoes."

"It's a bad policy to have your children witness arguments between you and your wife. We have a policy in our home that whenever we have an argument, we send the children out to buy ice cream . . . every time we argue we send the kids for ice cream. Do you know we now have two of the fattest kids on the block?"

"I never heard of the expression juvenile delinquent when I was a kid. Maybe we were spoiled brats or maybe we didn't have any money. I came from a large family. We had 10 children. Being the youngest, I used to get all the hand-me-down clothing, and it was quite embarrassing. You see I had nine sisters. Do you know I was 12 years old when the boys stopped carrying my books home."

"But I was different from the other kids. Even when I was in kindergarten I was different from the other five-year-olds. I was 12 years old."

The local sports columnist was interviewed.
(Continued on page 67)



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The Swinging T Offense

(Continued from page 14)

The left tackle brush-blocks the man in front of him and goes for the strong-side defensive halfback.

The left end blocks the defensive half covering him, while the left half influences the man covering him.

The ball-carrier cuts back to the weak side to avoid the strong-side linebacker. (He'll often be sent into motion on other plays to mislead the defense.)

The fullback blocks back on the weakside linebacker.

Diag. 5 shows our End-Around, in which the right end receives the ball from the quarterback after a fake has been made to the fullback, who then blocks the left linebacker.

The quarterback continues his fake to influence the left defensive end, and the offensive right end continues around left, running wide, with the right guard leading the play.

The left guard goes through and uses a fan block downfield. Left tackle blocks on the tackle; the left end on the linebacker, and the right half on the defensive end. The left half blocks the man assigned to cover him.

Diag. 6: In the Flanker Reverse, the swinging end takes the ball from the quarterback, who has faked to the fullback, and gives to the right half coming around. The right end then blocks the defensive man giving fast-pursuit.

The quarterback fakes to the fullback, then gives to the swinging end. His next assignment is to block the defensive left end, who often blocks himself with fast pursuit.

Diag. 7: The Bootleg play to the right is effective against an over-shifted defense.

The right end swings and blocks pursuit from the weak side; he also flares for a pass.

The left guard pulls and leads the play, while the left end goes down field and across behind the backers-up.

The right guard also pulls and must avoid contact with the swinging end.

The quarterback makes all the fakes of the Swinging T and bootlegs to the right until he turns the corner.

Diag. 8: The Quarterback Run to the left is one of the best plays, if the opposition insists on remaining in the 5-4.

The quarterback spins, fakes to the fullback, and runs wide around left end.

The fullback blocks the defensive right end; the halfback block the men covering them; both guards pull and lead the play; and the left end blocks the inside left linebacker.

Diag. 9 shows our highly successful No. 32 Draw.

The right end moves in his usual pattern, accepting a fake from the quarterback. His assignment is then to pattern the trap block on the defen-

sive right tackle. A good fake, and the defensive tackle will take himself from the play.

The quarterback takes his usual steps, then slips the ball to the delaying fullback.

Both halfbacks influence the men defending them.

The left end and left tackle double-team the linebacker on their side; the left guard and center double-team the defensive guard over center; and the right guard and right tackle double-team the linebacker on that side.

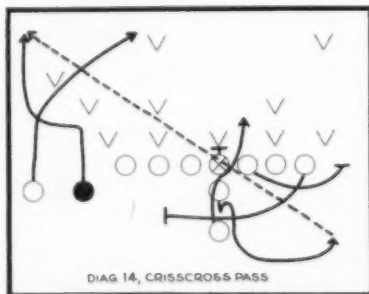
Diag. 10: The No. 36 Draw is run the same as the No. 32, except that the left end and left tackle double-team the defensive right tackle, and our swinging end traps the defensive right end.

Our pass pattern consisted of the usual quickies and jumps to the backs or left end, straight down patterns, slants, or down-and-outs and button-hooks.

However, our most successful pass plays are the delayed passes to the left end, as shown in **Diag. 11**. The left end blocks on the defensive right tackle, pivots, and goes out in the flat. He's always open because the defense covers the two halfbacks who go down and across.

Slant passes are effective to either of the flanking halfbacks moving diagonally across, with the end moving straight down. This pattern is shown in **Diag. 12**.

Diag. 13 shows our pass pattern when the fullback is ignored, which is often the case on over-shifted defenses. The fullback, after faking through, continues deep or cuts to the right flat. The left end must get across to the defensive halfback to influence him.

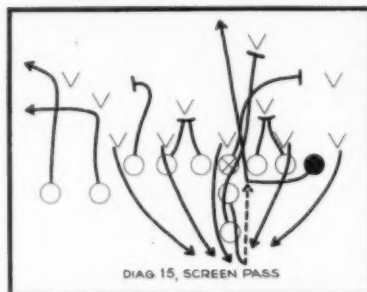


Diag. 14 outlines the crisscross pass which won us the championship. The right half goes down three yards and cuts out and down the sideline, while the left half goes down five yards and influences the defensive halfback to the middle.

The screen pass (**Diag. 15**) is effective against a hard-charging line. The fullback fakes through and the quarterback moves back rapidly, while

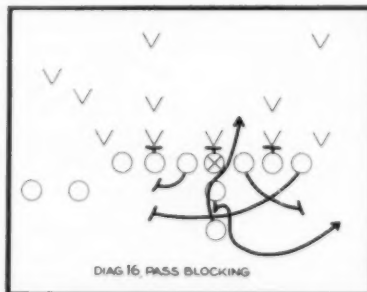
the end swings and stops behind the center.

All linemen allow the defense to penetrate, then double-team block on the linebackers. The halfbacks use their influence to remove the defensive secondary near them.



Our normal pass blocking is shown in **Diag. 16**. The fullback will block if a defensive man appears in front of the pulling guard; if not, he runs a pass pattern.

The right guard always pulls back to block the end, being careful to allow the swinging end to move past him before pulling. This is possible because most of our opponents don't penetrate the ends until the pass shows.



The left guard never pulls if a defensive linebacker is in front of him.

If the defensive team persists in using the 5-4 with tight linebackers, the passing game is wide open. After a few successful passes, the defense will open up, and the traps, counters, and quarterback runs will become effective.

It's well to incorporate some of the basic Split T plays along with the Swinging T. Those that we liked best were hand-offs, fullback off-tackle, and sweeps around end.

The 5-4 is so basically sound that it's necessary to deviate from the regular offense when confronted by it. We feel that the Swinging T has helped us defeat the Oklahoma defense by forcing the linebackers and halfbacks to compensate for the double flanker and swinging end.

"Here Below"

(Continued from page 5)

the headlines as *Scholastic Coach* All-Americans; and that two of the other four (Darrow and Dischinger) were East Central sectional choices?

And look at some of the other college greats who made their first big splash on our honor team: Horace Walker, Wayne Hightower, Tony Jackson, Ron Johnson, Jackie Foley, Tom Meschery, Bill McGill, Norm Grow, and Al Ellison, among many others.

OUR vote for the most dismaying story of the year, datelined Feb. 20 from McComb, Miss.:

Two high school basketball teams tried to dump the game last night. Mars Hill and Enterprise were playing in a local tournament. The winner would have to play the toughest team in the district. It looked like plain sailing in the losers' bracket.

So both teams threw away the ball and missed shots. With 40 seconds to go it looked bad for Mars Hill. It led, 20-18. Mars Hill rallied, however, by dropping a couple of shots in its own basket. That gave unhappy Enterprise the game, 24-22.

The officials had the last word, though. They ruled both teams ineligible.

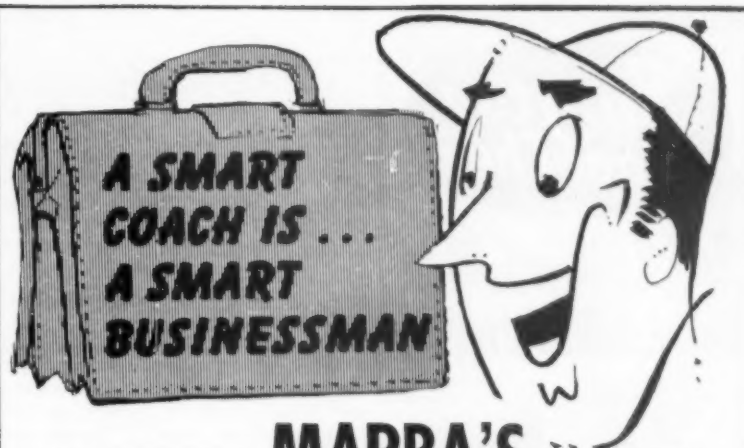
We wonder how many speeches about sportsmanship, ethics, and the values of competitive athletics those two coaches make every year?

NO professional promoter has ever red-dogged a buck more ardently than that Sol Hurok of the courts, Jack Kramer. But you can't begrudge his success. A high-class operator, he has always displayed an intelligence and candor several love sets above most commercial artists.

Lately, however, he's been putting too much twist on his serves. All of a sudden he has become disenchanted with the "big game"—the blasting service followed by a rush to the net. This, he avers, is the reason for the diminishing tennis crowds. The aficionados, claims Jack, want to see more scientific tennis—sustained rallies, stroking duels from the baselines.

And to encourage this sort of thing, the impresario is experimenting with a three-bounce rule. His boys cannot volley the ball until the third stroke following the serve. In short, in the return of the serve and in the return of the return, the ball must be permitted to bounce.

Quite obviously, this takes some of the sting out of the big game and



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imparts it to the ground strokes. And this, states Jack, is just what tennis needs. If adopted universally, it will bring out the crowds as of yore—or at least as of a couple of yores ago.

Jack, we're positive, knows better. The three-bounce rule may have its points. But to think it will bring back the fans is foolishness. Who brought them out in the first place? The blasters—like Vines, Budge, Gonzales, Hoad, and Kramer himself.

The fans love the big game, and if there were any exciting amateur big gamers around, rest assured the customers would be storming the stadium moats.

As for the pros, Kramer knows full well that the fans are tired of the same old faces; they've seen Gonzales and Trabert and Sedgman and Hoad for too many years. The lifeblood of pro tennis always has been new faces, and with no good ones coming out of the amateurs, Jack—faced with a loss of jack—has had to resort to the gimmick. Ergo the bouncy, bouncy, bouncy rule.

We doubt whether it will attract any more paying customers. We don't think they give a darn how many times the ball bounces or how long it is rallied. They're simply interested in seeing fresh exciting players.

And exciting players aren't cut from the mold of the pit-pat artists like Bobby Riggs and Bitsy Grant. They're patterned after Thor, the patron saint of the big gamers—all thunder and lightning.

THE poverty of amateur tennis is painfully evidenced in its recent endorsement of open tournaments. Who'd have ever dreamed that the high priests of amateur tennis would someday permit their seraphs to rub forehands and back-hands with their fallen brothers—the fellows who play tennis for money.

But with Faust in the person of Jack Kramer debasing their prize angels year after year, the tennis fathers have suddenly discovered that their heaven is becoming a lonely—and non-profitable—place. And so they're opened the pearly gates to the pros.

Now we've always been for the brotherhood of man, but not when it can lead to suicide. We feel that open tournaments spell poison to amateur tennis. The pros will undoubtedly murder the amateurs, and the fans will stop taking the simon pures seriously. And without fan interest, many of the amateur tournaments will die of non-support.

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Line-Type Interception Drills

(Continued from page 8)

in more interceptions.

Basic principles of pass defense. The basic principles of pass defense are applicable to any type of defensive plan be it man-to-man, zone, or a combination of the two.

1. **Position.** Deep safeties must never let an opposing player behind them. Defenders should never get closer than five yards to the sideline before the ball is thrown, nor should they allow an offensive player to get closer to them than three yards until the ball is in the air.

2. **Watch the Passer.** Defensive backs must keep their eyes on the passer until the ball is thrown. The receivers should be observed through peripheral vision.

3. **Go to the Ball.** All backs should sprint to the ball once it's thrown, regardless of their position. Precious steps can be gained by teaching backs to react to the "long cock" of the passer's arm. Seldom do you find a passer who has the time or ability to completely cock his passing arm, fake a pass, and recock to throw. Backs should learn to leave their men or areas and fly toward the point of the passer as he goes into the "long cock."

4. **Intercept All Passes.** Always make an effort to catch all balls, never bat the ball. Football is a game of reflexes, and too often if the player has to make the choice of catching the ball or batting it down he ends up doing neither effectively. The occasions when batting the ball may be of greater value than of catching it occur so seldom that it's better to drill backs to intercept everything thrown. Your opponent is less likely to score if you have possession of the ball.

5. **Go Through the Intended Receiver to the Ball If Necessary.** Defensive backs should never play the man, but must always play the ball. On close plays they should never hesitate to drive through the intended receiver as they reach for the ball.

6. **Tackle the Receiver's Arms.** If the pass is completed just as the defensive back reaches the receiver, he should tackle the receiver vigorously around the arms. This will often result in fumbles or an incompletion ruling.

7. **Block the Intended Receiver After an Interception.** When an interception is made, the next defensive man arriving at the interception area must block the intended receiver. Most of the tackles made on interceptions are made by the intended receiver. When this player is eliminated, the chances of a long runback are greatly increased.

The application of these principles makes mandatory a drill program through which the pass defenders can

develop the skill and confidence necessary to intercept passes.

Drills for teaching proper interception techniques. The following line-type drill organization is the result of several years of searching for an effective way to develop interception techniques within a limited amount of practice time.

None of the drills is original with the writer, but he has found that combining these drills into a line-type organization 15 minutes a day will do much toward developing desirable pass defense habits.

ORGANIZATION (Illust. 1). All players who are expected to play pass defense form two lines approximately five yards apart, with the lead man in each line facing a passer stationed 10 to 15 yards away.

Coaches, injured players, managers, in fact anyone who can throw a football can be used as the passers. Each passer should have an assistant to feed him the balls which have been returned by those in the drill. Each passer should have three balls to reduce the amount of time wasted waiting for retrieved balls.

In all drills the passers throw as fast as they can, or as fast as possible while still retaining the game type situation. All interceptors must catch the ball, tuck it under their arm properly, and sprint by the passer's assistant—handing him the ball as they go by, then jogging back to the end of their line.

ILLUSTRATED DRILLS

DRILL 1 (Illust. 2). The purpose of this drill is to learn to catch the ball while moving forward. The first man in each line stutter-steps in place, reacts to the "long cock" by moving forward under control toward the passer. The passer throws the ball toward the interceptor, changing his throws from high to low, or to either side.

The interceptor is instructed to always catch the ball with two hands, thumbs out when above the numbers. On high passes the interceptor should strive to leap under control and catch the ball at the highest possible point and as far in front as possible.

Occasionally the passer should throw the ball over the intended interceptor. When this happens the next man in line is expected to react immediately and make the catch and sprint to the passer's assistant. Insisting on the use of two hands will discourage batting the ball. The interceptor should keep his fingers and wrists relaxed as he catches the ball.

DRILL 2 (Illust. 3). The purpose of this drill is to teach reaction to a tipped ball. The coach calls for the tipping drill and the first man in each

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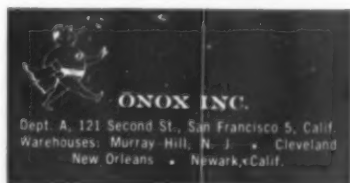
*American Pub. Health Assoc., Oct. 15, 1954

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line quickly moves out to a position approximately five yards in front of his line.

The drill continues as in Drill 1 except that all passes are thrown above the tipper's head. The tipper deflects the ball upward and the interceptor reacts to the ball, catches it, tucks it away, and sprints to the passer's assistant.

The same tipper should be used for several passes, then another player should replace him. Occasionally the tipper should allow the ball to go through untouched. This will keep the interceptors alert.

DRILL 3 (Illustr. 4). The purpose of this drill is to teach the defender to go through the intended receiver. The tipper now becomes a receiver simulating an offensive player who has just hooked.

The pass is thrown above the receiver's head, and the interceptor is expected to drive through the receiver, favoring one shoulder or the other, and reaching for the ball with both hands. The receiver should reach forward for the ball while extending his buttocks toward the interceptor.

The interceptor should start from not more than two or three steps behind the receiver to minimize the impact and to allow the players to become accustomed to disregarding the contact as they drive for the ball.

If the ball is caught by the receiver as the interceptor drives through, the interceptor should attempt to tackle the receiver around the arms in an effort to dislodge the ball.

DRILL 4 (Illustr. 5). The purpose of this drill is to teach the defensive back to ward off the intended receiver as the interception is made. The two lines remain approximately five yards apart facing a single passer and the assistant, who are now stationed directly between them 10 to 15 yards away.

The first two players in each line follow the same procedure as in the preceding drills, beginning with the stutter-steps, reacting to the "long cock," and then going to meet the ball.

The interceptors should both be moving forward as the passer throws the ball between them. They converge on the ball, reaching with both hands and throwing their hips into their opponent much as in basketball rebounding.

It will soon become evident that the player who reaches the ball first and gets body position will gain possession. Tackling shouldn't be added to this drill, as the emphasis should be on scrapping for the ball.

DRILL 5 (Illustr. 6). Teaching lateral reaction. The passer now moves between the two lines and the first man in each line moves out three to five yards, turns and faces the passer, and begins to stutter-step. As the passer raises the ball into passing position, the interceptors yell "PASS" and quickly shuffle backward. The passer then turns left or right, exaggerates the "long cock" and lofts the ball into the flat area. Continued practice will

result in coverage over a surprisingly large area.

As the defensive backs gain proficiency in lateral movement, the passer should begin to fire the ball harder and reduce the exaggeration on the "long cock." The defensive player on the side away from the pass often beats his counterpart to the ball by reacting quicker. Tackling by the player not making the catch may be added to encourage the interceptor to sprint back to the end of the line.

Another variation is to use a dummy 15 to 20 yards deep on each side and have the player not making the interception vigorously block the dummy as though it were the intended receiver.

This drill may be altered for deep pass coverage by having the backs start a bit deeper. When they've shuffled approximately 10 yards, they should turn and sprint while watching the passer. Their routes should be slightly divergent to afford full field coverage. The passer should attempt to pass the ball into an open area between 25 and 40 yards away.

This drill may be adopted for sideline coverage by moving the passer to a position outside the lines and having the defensive men break immediately with the "long cock." The passer should work the lines both ways to develop skill in catching the ball while moving at full speed in either direction. This drill often provides an opportunity for the back man to drive through the front man in an effort to gain possession of the ball.

These drills not only develop an alert interception-conscious defensive player, but increase the offensive passing potential by developing better receivers. They teach players to play the ball without regard for incidental contact with the offensive player.

In the three years that the line-type interception drills have been used at Coalinga College, no player has been injured while participating in them. They require but 15 minutes of your practice time, and their use may change your players' psychology from fear of your opponents' passes to the hope that they'll try to throw one against you.

WISCONSIN VARSITY SPORTS

APPROXIMATELY 50% of the schools belonging to the Wisconsin Interscholastic Athletic Assn. sponsor 5 or more varsity sports. The survey indicates that 440 of the 441 member schools sponsor basketball; 413 have baseball; 368 football; 319 track; and 213 volleyball.

Golf, which is increasing in popularity, is sponsored by 139 schools, and wrestling by 119. Tennis and cross-country are activities in 97 and 78 schools, respectively.

A nation-wide survey clearly indicates that state associations are promoting increasingly broad programs of interscholastic athletics.

Crochet Cotton Scratch Lines

By ALFRED S. THOMAS, Central Michigan University

ANYONE who's ever run a track meet will agree that it's difficult to prevent scratch lines, relay exchange zone markings, and stagger start markings from fading during the meet.

The problem is compounded on rainy days. Lane stagger markings often become so difficult, if not impossible, to see that the runners must almost guess at where to line up for their leg of a relay. The 20-yard exchange zone markings, subject to the same conditions, deteriorate in like manner.

Wherever an effort is made to keep the markings clear, the usual procedure is to have an attendant remark the lines throughout the meet with a lime-marker. In many cases, however, the scratch lines like old soldiers, "just fade away . . ." and stay so.

Last spring, when Central Michigan University was faced with the prospect of holding the Central Michigan Relays for 2,500 competitors in predicted wet weather, our groundskeeper devised what we think was a brilliant innovation in markings.

The idea was to lay down the stagger starting lines and relay exchange zone markings with heavy-

weight colored crochet cotton. Different colored markings were used where staggers necessitated two relay exchange zones in the same area.

A length of cotton approximately five times the width of a lane was first folded in half and attached to a ratchet type drill, then twisted while the free ends were held securely together. The drill twisted the cotton into a two-ply thread. The cotton was then taken from the drill clamps and again doubled, the open ends once more held tight. When the folded end was released, a natural intertwined four-ply twist resulted.

The four-ply twist was tied at the open end to prevent unwinding, and the crochet cotton was then ready to be placed on the track. The ends of the twisted cotton were driven into the track with large three or four inch spikes.

Rain, a natural eraser of lime markings, had little effect on the twisted cotton. Neither did wind and dry track conditions. The markings never lifted from the track during races. They withstood the tramping of 2,500 contestants without displacement from their set positions, and they were in good condition for subsequent use in the state regional and state final meets.

Moving an Injured Player

A PHYSICIAN should be present at all contests in which the injury hazard is great. One of the responsibilities of the attending doctor is to supervise the moving of an injured player when this is necessary.

However, serious injuries occur in practice and sometimes where injuries aren't generally anticipated. At such times it may be necessary to move the injured player, but it's usually best to do so only on a doctor's instructions.

Student managers, as well as coaches and other faculty members connected with sports, should be well-grounded in correct first-aid procedures, including proper methods of transportation.

Don't be hurried into moving an athlete who has been hurt; few injuries require breakneck speed. Particularly when there's any suspicion of a neck or back injury, the game and crowd can wait. Remember the first-aid admonition: *Improper or*

careless methods frequently increase the severity of the injury and may even cause death.

In body-contact sports an inconspicuously placed stretcher is a practical necessity. Having an established procedure to obtain needed ambulance service is equally important.

Written step-by-step directions to follow when an injured athlete must be moved are protection to the school as well as the players.

Here's an example:

TO TEAM ATTENDANTS:

Under no condition move an athlete without medical supervision, who's unable to move an extremity. This is a sign of either a neck or a spinal injury—possibly a fracture. Moving a player with such an injury may cause further damage and result in permanent disability or even death.

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Details on schools may be gleaned from Coaching School Directory on pages 63-67.

FOOTBALL

ARLANSO, HARRY (Tufts)—Conn. (adv. on p. 65), Spald.-SI (adv. on p. 63).

BROYLES, FRANK (Arkansas)—Fell. of C. A. (adv. on p. 66), Fla. A & M (adv. on p. 67), Ida., Fla. St. (adv. on p. 64), Wis. Coaches (adv. on p. 67), Tex.

BRUHN, MILT (Wisconsin)—All-Star, Ohio Foot., Wis. Coaches (adv. on p. 67).

BRYANT, PAUL (Alabama)—Nev. (adv. on p. 65), Wash.

DEVINE, DAN (Missouri)—All-Amer. (adv. on p. 64), Original.

DICKENS, PHIL (Indiana)—Ind. A. A.

DIETZEL, PAUL (I. S. U.)—All-Star Fell. of C. A. (adv. on p. 66), Fla. St. (adv. on p. 64), La., Miss.

DODD, BOBBY (Georgia Tech)—Fla. U.

EDWARDS, EARLE (North Carolina St.)—Spald.-SI (adv. on p. 63).

ELIOT, RAY (Illinois)—Colo. Coaches (adv. on p. 66), Oregon U. (adv. on p. 65), Pomona

ENGLE, RIP (Penn. St.)—Fla. A & M (adv. on p. 67), Spald.-SI (adv. on p. 63), Tri-St. (adv. on p. 64).

EVASHEVSKI, FOREST (Iowa)—Concordia (adv. on p. 67).

GRAVES, RAY (Florida)—Fla. A & M (adv. on p. 67), Fla. U., Ind. A. A., Tri-St. (adv. on p. 64).

HALL, DALE (Army)—All-Star

HAYES, WOODY (Ohio St.)—West. St.

HARDIN, WAYNE (Navy)—Spald.-SI (adv. on p. 63).

HOWARD, FRANK (Clemson)—Fla. A & M (adv. on p. 67), Ida.

MARTIN, ABE (T.C.U.)—N. Mex.

MARTIN, BEN (Air Force)—Okla.

MEEK, BILL (S.M.U.)—Mont.

MOLLENKOPF, JACK (Purdue)—Spald.-SI (adv. on p. 63).

NELSON, DAVE (Delaware)—East. Pa. (adv. on p. 66), Fla. St. (adv. on p. 64), No. Car., So. Dak., Tenn., N. Mex., Tri-St. (adv. on p. 64).

NUGENT, TOM (Maryland)—East. Pa. (adv. on p. 66), Va. St.

OWENS, JIM (Washington)—Concordia (adv. on p. 67), Glacier, Ohio Foot., Ore. Coaches (adv. on p. 66), Spald.-SI (adv. on p. 63), Wash.

PARSEGHIAN, ARA (Northwestern)—All-Star, East Pa. (adv. on p. 66), Kan., Okla., Tex., Utah.

PETERSON, BILL (Florida St.)—Fla. St. (adv. on p. 64), Fla. U.

SCHWARTZWALDER, BEN (Syracuse)—All-Amer. (adv. on p. 64), All-Star, East. Pa. (adv. on p. 66), Fla. A & M (adv. on p. 67), Foot. Coaches, Ohio Foot., Tex., Va. H. S. (adv. on p. 66).

WILKINSON, BUD (Oklahoma)—All-Star, So. Car. (adv. on p. 65), Spald.-SI (adv. on p. 63).

YOVICIN, JOHN (Harvard)—Conn. (adv. on p. 65), New Hamp. (adv. on p. 66).

BASKETBALL

ANDERSON, FORDDY (Michigan St.)—So. Car. (adv. on p. 65).

BAISI, NEAL (West Va. Tech)—Adelphi (adv. on p. 64), Fla. A & M (adv. on p. 67), Spald.-SI (adv. on p. 63).

BEE, CLAIR (N. Y. Military Acad.)—Adelphi (adv. on p. 64), Spald.-SI (adv. on p. 63).

CARNEVALE, BEN (Navy)—East. Pa. (adv. on p. 66), Fell. of C. A. (adv. on p. 66), Spald.-SI (adv. on p. 63).

CASE, EV (North Carolina St.)—Ind. Bask., Tri-St. (adv. on p. 64).

GARDNER, JACK (Utah)—No. Car., Spald.-SI (adv. on p. 63).

HICKEY, EDDIE (Marquette)—Va. H. S. (adv. on p. 66).

HINKLE, TONY (Butler)—New Hamp. (adv. on p. 66).

IBA, HANK (Oklahoma St.)—Mont.

KUNDLA, JOHN (Minnesota)—All-Amer. (adv. on p. 64), Glacier, Original, So. Dak., So. Ill.

MCGUIRE, FRANK (North Carolina)—Ga., Ind. A. A., Fell. of C. A. (adv. on p. 66).

MILLIKAN, BUD (Maryland)—Wildwood.

MOORE, DUDEY (LaSalle)—Wildwood, Spald.-SI (adv. on p. 63).

MULLANEY, JOE (Providence)—Colby, Wildwood.

NEWELL, PETE (California)—N. Mex., Spald.-SI (adv. on p. 63), Utah.

NORTON, KEN (Manhattan)—Conn. (adv. on p. 65).

ORSBORN, CHUCK (Bradley)—Concordia (adv. on p. 67), Ill., Ind. Bask., Ore. U. (adv. on p. 65), Nev. (adv. on p. 65).

ROSSINI, LOU (N.Y.U.)—Va. St.

RUPP, ADOLPH (Kentucky)—Adelphi (adv. on p. 64).

SCHAUS, FRED (West Virginia)—La., Spald.-SI (adv. on p. 63), Tri-St. (adv. on p. 64).

SMITH, GEORGE (Cincinnati)—Colo. Coaches (adv. on p. 66), Ida., Wis. St., Colo. Coaches.

TAYLOR, FRED (Ohio St.)—All-Amer. (adv. on p. 64), Mich., Wis. Coaches (adv. on p. 67).

WINTER, TEX (Kansas St.)—Wash., Tex.

Coaching School Directory

ADELPHI COLLEGE—Garden City, N. Y. Aug. 17-19. Director, George Faherty. Course: Basketball. Staff: Adolph Rupp, Neal Baisi, Clair Bee, others. Tuition: \$25 (includes notes, semi-private room). See adv. on p. 64.

ALL-AMERICAN CLINIC—Bemidji, Minn. Aug. 8-10. Director, K. E. Wilson, 1428 Bixby Ave., Bemidji, Minn. Courses: Football, Basketball, 8-Man Football, Officiating. Staff: Ben Schwartzwalder, Dan Devine, Fred Taylor, Red Auerbach, John Kundla, others. Tuition: \$15. See adv. on p. 64.

ALL-STAR CLINIC—Evanston, Ill. Aug. 10-12. Director, Dean Tom King, 805 The Merchandise Mart, Chicago 54, Ill. Course: Football. Staff: Ara Parseghian, Ben Schwartzwalder, Paul Dietzel, Bud Wilkinson, Milt Bruhn, Dale Hall, Otto Graham.

BALTIMORE COACHES ASSN.—Baltimore, Md. June 4. Director, Charles E. Wenzel, Mergenthaler School, Baltimore 18, Md. Course: Football. Staff: Howdy Myers and Assistants. Tuition: \$1.50.

CALIFORNIA POLY WORKSHOP—San Luis Obispo, Cal. Aug. 8-12, 15-19. Director, Glenn E. DuBose, Napa (Cal.) College. Courses: Coaching and Physical Ed. Staff: Bill Barnes, Ev Shelton, others. Tuition: \$5 per week.

COLBY COLLEGE—Waterville, Me. June 15-17. Director, Ellsworth W. Millett. Courses: Football, Basketball. Staff: Lou Saban, Joe Mullaney. Tuition: \$25 (includes social events).

COLORADO COACHES—Pueblo, Colo. Aug. 17-20. Director, Don Des Combes, 525 W. Midway, Broomfield, Colo. Courses: Football, Basketball, Baseball, Training. Staff: Ray Eliot, George Smith, Pete Butler, others. Tuition: \$12.50, members; \$15, others. See adv. on p. 66.

COLORADO UNIV.—Boulder, Colo. June 17-July 22, July 23-Aug. 26. Director, Harry Carlson. Courses: Coaching, Health Ed, Training, Recreation. Staff: Sonny Grandelius, Sox Walseth, others. Tuition: \$70, resident; \$155, non-resident per term.

CONCORDIA COLLEGE—Moorhead, Minn. Aug. 15-17. Director, J. M. Christiansen. Courses: Football, Basketball, Wrestling. Staff: Jim Owens, Forest Evashevski, Chuck Orsborn, others. Tuition: \$15. See adv. on p. 67.

CONNECTICUT UNIV.—Storrs, Conn. Aug. 9-11. Director, J. Orlean Christian. Courses: Football, Basketball, Soccer. Staff: John Yovicsin, Harry Arlanson, Ken Norton, John McKeon. Tuition: \$10. See adv. on p. 65.

EASTERN PENNA. COACHES ASSN.—East Stroudsburg, Penna. June 13-16. Director, Marty Baldwin, Box 205, East Stroudsburg, Penna. Courses: Football, Basketball. Staff: Ben Schwartzwalder, Tom Nugent, Dave Nelson, Ara Parseghian, Ben Carnevale, Bob Cousy, others. Tuition: \$50 (includes room, meals, golf). See adv. on p. 66.

FELLOWSHIP OF CHRISTIAN ATHLETES—Lake Geneva, Wis. (Aug. 7-12); Estes Park, Colo. (Aug. 14-19). Director, Don McClanen, 320 Professional Bldg., Kansas City 6, Mo. Courses: Inspirational lectures, discussions, demonstrations. Staff: Frank Broyles, Otto Graham, Paul Dietzel, Pete Elliott, Dick Harp, Ben Carnevale, Bill Easton, others. Tuition: \$45 (includes room, board). See adv. on p. 66.

FLORIDA A & M—Tallahassee, Fla. June 6-10. Director, A. S. Gaither. Courses: Football, Basketball. Staff: Frank Howard, Ben Schwartzwalder, Rip Engle, Sid Gillman, Frank Broyles, Ray Graves, others. Tuition: \$26.50 (with credit), \$17 (without credit)—includes room. See adv. on p. 67.

FLORIDA STATE UNIV.—Tallahassee, Fla. June 9-11. Director, Vaughn Mancha. Course: Football. Staff: Tom Landry, Paul Dietzel, Frank Broyles, Dave Nelson, Bill Peterson, Pat Summerall. Tuition: \$25 (includes housing). See adv. on p. 66.

FLORIDA UNIV.—Gainesville, Fla. Aug. 4-6. Director, Carey E. McDonald, Ocala (Fla.) H. S. Courses: Football, Basketball. Staff: Bobby Dodd, Ray Graves, Bill Peterson, Whack Hyder, others. Tuition: free, FACA members; \$15, non-members.

FOOTBALL COACHES—Fairview, Penna. June 8-11. Director, Dr. Samuel T. Robins, 601 West 7th St., Erie, Penna. Staff: Ben Schwartzwalder and Staff. Tuition: \$30 (includes room and board).

GEORGIA COACHES ASSN.—Atlanta, Ga. Aug. 2-4. Director, Dwight Keith, 310 Buckhead Ave. N.E., Atlanta 5, Ga. Courses: Football, Basketball, Training. Staff: Frank McGuire, others. Tuition: \$7, members; \$15, others.

GLACIER PARK—Glacier National Park, Mont. July 8-9. Director, William O. Carlson, Glacier Park Co., East Glacier Park, Mont. Courses: Football, Basketball. Staff: Jim Owens, John Kundla. Tuition: \$31 (includes two nights lodging for coach and wife).

IDAHO COACHES ASSN.—Sun Valley, Ida. Aug. 8-12. Director, Jerry Dellinger, Nampa (Ida.) H. S. Courses: Football, Basketball, Taping, Medical Care. Staff: Frank Howard, George Smith, Dr. Clark Parker, others. Tuition: \$10, members; \$15, others.

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- **JACK MOLLENKOPF**
Purdue University
- **HARRY ARLANSON**
Tufts College
- **CHUCK KLAUSING**
Braddock (Pa.) H. S., Rutgers
- **LOU JUILLERAT**
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University of California
- **NAT HOLMAN**
City College of New York
- **FRED SCHAUS**
West Virginia University
- **BEN CARNEVALE**
U. S. Naval Academy
- **JACK GARDNER**
University of Utah
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ILLINOIS NORMAL-EASTERN ILLINOIS-WESTERN ILLINOIS—Macomb, Ill. June 7-8. Director, Ray Hanson, Western Illinois U., Macomb, Ill. Courses: Football, Basketball, Baseball, Golf, Gymnastics. Staff: Chuck Orsborn, Cliff Speegle, others. Tuition: Free.

INDIANA ATHLETIC ASSN.—Bloomington, Ind. Aug. 8-9 (Football), Aug. 10-11 (Basketball). Director, L. V. Phillips, 812 Circle Tower, Indianapolis 4, Ind. Staff: Ray Graves, Phil Dickens, Frank McGuire, others. Tuition: \$1, state coaches; \$10, others.

INDIANA BASKETBALL—New Castle, Ind. Aug. 4-6. Director, Cliff Wells, Tulane University, New Orleans, La. Staff: Chuck Orsborn, Ev Case, Cliff Wells, others. Tuition: \$10.

KANSAS ACTIVITIES ASSN.—Wichita, Kan. Aug. 15-18. Director, C. H. Kopelk, Box 495, 1300 Topeka Ave., Topeka, Kan. Courses: Football, Basketball, Training. Staff: Ara Parseghian, Frank McGuire, others. Tuition: \$8.

KENTUCKY UNIV.—Lexington, Ky. Aug. 10-13. Director, Bernie A. Shively. Courses: Football, Basketball, Training. Staff: to be announced. Tuition: free.

LOUISIANA COACHES ASSN.—Baton Rouge, La. Aug. 1-5. Director, Woody Turner, 151 Charles Ave., Shreveport, La. Courses: Football, Basketball, Track. Staff: Paul Dietzel, Fred Schaus, others. Tuition: \$3, members; \$5, non-members; \$10, out of state and guests.

MICHIGAN ATHLETIC ASSN.—Mt. Pleasant, Mich. Aug. 17-20. Director, Daniel P. Rose, Central Michigan College, Mt. Pleasant, Mich. Courses: Football, Basketball. Staff: Fred Taylor, Bump Elliott. Tuition: \$20 (includes room and board).

MISSISSIPPI COACHES ASSN.—Jackson Miss. Aug. 2-5. Director, Hartwell McPhail, Mississippi College, Clinton, Miss. Courses: Football, Basketball. Staff: Jack Curtice, Paul Dietzel, Babe McCarthy. Tuition: \$10, members; \$15, others.

MONTANA STATE COLLEGE—Bozeman, Mont. June 7-10. Director, Gene Bourdet. Courses: Football, Basketball, Training. Staff: Bill Meek, Hank Iba, others. Tuition: \$10.

NEVADA UNIV.—Reno, Nev. June 20-24. Director, Dr. G. A. Broten. Courses: Football, Basketball, Baseball. Staff: Paul Bryant, Chuck Orsborn, others. Tuition: \$22, residents; \$30, non-residents. See adv. on p. 65.

NEW HAMPSHIRE ATHLETIC ASSN.—Concord, N. H. June 19-21. Director, Walter A. Smith. Courses: Football, Basketball, Soccer. Staff: John Yovicsin, Chief Boston, Tony Hinkle, Bill Olson, others. Tuition: \$22.50, in-state; \$30, others (includes room and board); \$17.50, tuition only. See adv. on p. 66.

NEW MEXICO COACHES—Albuquerque, N. M. Aug. 7-13. Director, Doc Ledbetter, 1213 Princeton Dr. S.E., Albuquerque, N. M. Courses: Football, Basketball, Track, Baseball, Wrestling, Training. Staff: Dave Nelson, Abe Martin, Pete Newell, others. Tuition: \$10, members; \$15, others.

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Aug. 1-5 Columbia, S. C.

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University of Oklahoma

GOMER JONES
University of Oklahoma

BASKETBALL

FORDDY ANDERSON
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NORTH CAROLINA COACHES ASSN.—

Greensboro, N. C. Aug. 1-2 (Basketball), Aug. 3-5 (Football). Director, Robert B. Jamieson, Box 545, Greensboro, N. C. Staff: Dave Nelson, Jack Gardner. Tuition: \$10, members; \$12.50, others.

NORTHERN ILLINOIS UNIV.—DeKalb, Ill.

June 20-24. Director, George G. Evans. Courses: Football, Basketball, Track, Baseball, Wrestling. Staff: University Coaching Staff.

NORTHWEST MT. COACHES—Clarion,

Penna. June 3-4. Director, Norm Zwald, Clarion (Penna.) H. S. Courses: Football, Basketball. Staff: Outstanding Penna. H. S. Coaches. Tuition: \$6 (includes room and board).

OHIO FOOTBALL—Canton, O. Aug. 8-13.

Director, Jim Robinson, McKinley H. S., Canton 2, O. Staff: Jim Owens, Milt Bruhn, Ben Scharzwald, others. Tuition: \$10, members; \$15, others.

OHIO UNIV.—Athens, O. June 13-July 15.

Director, Carroll C. Widdoes. Courses: Football, Basketball, Baseball, Physical Therapy. Staff: Bill Hess, Jim Snyder, others. Tuition: \$12 per hour credit, state; \$25 per hour credit, non-resident.

OKLAHOMA COACHES ASSN.—Oklahoma

City, Okla. Aug. 7-11. Director, Leon Bruner, 3513 N. W. 24, Oklahoma City, Okla. Courses: Football, Basketball, Training. Staff: Ara Parseghian, Ben Martin, Elvan George, others. Tuition: \$1.

OREGON COACHES ASSN.—Portland, Ore.

Aug. 19-20. Director, Dick Miller, David Douglas H. S., Portland 33, Ore. Courses: Football, Baseball. Staff: Jim Owens, Tommy Heath & Assis. Tuition: \$2, members; \$10, others. See adv. on p. 66.

OREGON UNIV.—Eugene, Ore. June 13-17.

Director, Dean A. A. Esslinger. Courses: Football, Basketball, Track, Baseball, Wrestling, Training. Staff: Ray Eliot, Charles Orsborn, Bill Bowerman, others. Tuition: \$21. See adv. on p. 65.

ORIGINAL CLINIC—Superior, Wis. June 14-17.

Director, Mertz Mortorelli, Wisconsin State College, Superior, Wis. Courses: Football, Basketball, Baseball, Track, Wrestling, 8-Man Football, Publicity. Staff: Vince Lombardi, Dan Devine, John Kundla, others. Tuition: \$15 (includes golf, fishing, social events).

POMONA COLLEGE—Claremont, Calif.

June 4. Director, Chuck Mills. Course: Football. Staff: Ray Eliot, others. Tuition: free.

SOUTH CAROLINA COACHES ASSN.—

Columbia, S. C. Aug. 1-5. Director, Harry Hedgepath, 1623 Harrington St., Newberry, S. C. Courses: Football, Basketball, Training. Staff: Bud Wilkinson, Gomer Jones, Forddy Anderson, Red Auerbach. Tuition: \$4, members; \$10 per course or \$15 for both, others. See adv. on p. 65.

SOUTH DAKOTA ATHLETIC ASSN.—Huron,

S. D. Aug. 7-10. Director, R. M. Walseth, Box 203, Pierre, S. D. Courses: Football, Basketball. Staff: Dave Nelson, John Kundla. Tuition: free.

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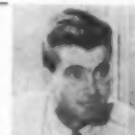
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SOUTHERN CALIFORNIA FOOTBALL COACHES ASSN.—Costa Mesa, Calif. July 22-23. Director, C. A. Van Hoorebeke, Orange Coast College, Costa Mesa, Calif. Staff: Chuck Moser, Homer Rice, others. Tuition: free, members; \$5, others.

SOUTHERN ILLINOIS UNIV.—Carbondale, Ill. Aug. 24-25. Director, Dr. Andrew T. Vaughan. Courses: Football, Basketball. Staff: Charles McClendon, John Kundla. Tuition: \$15 for out-of-state coaches who aren't S. I. U. alumni.

SOUTHWEST MISSOURI STATE COLLEGE—Springfield, Mo. July 7-8. Director, Aldo A. Sebben. Courses: Football, Basketball, Track, Training. Staff: to be announced. Tuition: \$3.

SPALDING-SPORTS ILLUSTRATED—Monticello, N. Y. June 20-23. Directors, Haskell Cohen and Clair Bee, Publicity Enterprises, 8022 Empire State Bldg., New York 1, N. Y. Courses: Basketball, Football, Baseball. Staff: Bud Wilkinson, Earle Edwards, Rip Engle, Jim Owens, Wayne Hardin, Jack Mollenkopf, Harry Arlanson, Pete Newell, Fred Schaus, Ben Carnevale, Jack Gardner, Clair Bee, Bill Shorman, Nat Holman, Duddy Moore. Tuition: free. See adv. on p. 63.

TENNESSEE ATHLETIC ASSN.—Cookeville, Tenn. July 26-29. Director, Wilburn Tucker, Tennessee Tech, Cookeville, Tenn. Courses: Football, Basketball, Baseball, Track, Training. Staff: Dave Nelson, Clay Stapleton, Joel Eaves, others. Tuition: free.

TEXAS COACHES ASSN.—Dallas, Tex. July 31-Aug. 5. Director, L. W. McConachie, Perry Brooks Bldg., Suite 11, Austin 1, Tex. Courses: Football, Basketball, Track, Training. Staff: Ara Parseghian, Ben Schwartzwald, Darrell Royal, Frank Broyles, Bob Vanatta, Tex Winter, Red Auerbach, others. Tuition: \$10, members; \$15, new or non-members (plus \$5 dues).

TRI-STATES CLINIC—Bristol, Va. June 8-10. Director, C. P. Curcio, Box 484, Bristol, Va. Courses: Football, Basketball, Training. Staff: Dave Nelson, Rip Engle, Gomer Jones, Ray Graves, Everett Case, Fred Schaus, others. Tuition: \$15. See adv. on p. 64.

UTAH STATE UNIV.—Logan, Utah. June 6-10. Director, H. B. Hunsaker. Courses: Football, Basketball, Training. Staff: Ara Parseghian, Pete Newell, others. Tuition: \$21.

VIRGINIA H. S. LEAGUE—Lexington, Va. July 25-27. Director, T. Woodrow Gray, Virginia Military Institute, Lexington, Va. Courses: Football, Basketball, Baseball. Staff: Ben Schwartzwald, Eddie Hickey, others. Tuition: \$5, state coaches; \$10, others. See adv. on p. 66.

VIRGINIA STATE COLLEGE—Petersburg, Va. June 20-24. Director, W. W. Lawson. Courses: Football, Basketball. Staff: Jim Hickey, Tom Nugent, Lou Rossini, others. Tuition: \$15.

WASHINGTON COACHES ASSN.—Seattle, Wash. June 13-17. Director, Rich Rowe, 10221 195th Pl. S.W., Edmonds, Wash. Courses: Football, Basketball, Track, Base-

Eastern Pennsylvania Scholastic Coaches Assn.

17th Annual Clinic

STATE TEACHERS COLLEGE
EAST STROUDSBURG, PA.

June 13-14-15-16

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TOM NUGENT, Maryland

DAVE NELSON, Delaware

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Fee: \$50

Includes Room, Board, Banquet,
Tuition, Free Golf

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Lake Geneva, Wis. (Aug. 7-12): Paul Dietzel, Pete Elliott, Otto Graham, Frank McGuire, Dick Harp, Bill Easton, Bob Feller, others.

Estes Park, Colo. (Aug. 14-19): Dan Towler, Frank Broyles, Tad Wieman, Bob Pettit, Ben Carnevale, Bebe Lee, Don Lash, Dave Ferris, others.

Inspirational lectures and discussions; demonstrations, discussions for coaches and college athletes in four major sports.

\$45, includes room and board

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ball, Wrestling, Training. Staff: Paul Bryant, Jim Owens, Tex Winter, John Grayson, others. Tuition: free, members; \$15, others.

WEST VIRGINIA COACHES ASSN.—Jackson Mills, W. Va. July 16-18. Director, Dick Ware, Barboursville (W. Va.) H. S. Courses: Football, Basketball. Staff: to be announced. Tuition: \$5, members; \$20, others.

WILDWOOD BASKETBALL—Wildwood Crest, N. J. June 9-12. Director, Bill Esher, 5605 Seaview Ave., Wildwood Crest, N. J. Staff: Joe Mullaney, Bob Cousy, Bud Millikan, Duddy Moore, others. Tuition: \$30.

WISCONSIN COACHES ASSN.—Madison, Wis. Aug. 1-5. Director, Hal Metzen, 1623 Jefferson, Madison, Wis. Courses: Football, Basketball, Track, Baseball, Wrestling, others. Staff: Frank Broyles, Milt Bruhn, Fred Taylor, John Erickson, Bob Cousy, others. Tuition: \$10 (includes notes). See adv. on p. 67.

WISCONSIN STATE COLLEGE—River Falls, Wis. June 9-11. Director, Fran Polsfoot. Courses: Football, Basketball. Staff: Pete Elliott, George Smith. Tuition: \$20.

WESTERN STATE COLLEGE—Gunnison, Colo. June 20-July 1 (Football), July 5-15 (Basketball). Write Director of Summer Sessions, Western State College, Gunnison, Colo. Staff: Woody Hayes, Willard Peterson, George Hemter, Bob Spear.

ARIZONA COACHES ASSN.—Flagstaff, Ariz. Aug. 15-20. Director, Joe M. Garcia, 4647 W. Whittan, Phoenix, Ariz. Courses: Football, Basketball, Track, Baseball, Training. Staff: Jack Curtice, Bob Vanatta, others. Tuition: \$18.50 plus \$3 per day for room and board in dorm.

PRAIRIE VIEW A & M—Prairie View, Tex. July 6-7. Director, W. J. Nicks. Course: Football. Staff: Frank Broyles, Gomer Jones. Tuition: \$10.

Coaches' Corner

(Continued from page 55)

viewing the most famous athlete in the community. "One thing puzzles me," he said. "You're all-state in basketball, football, baseball, and track. You also compete on the swimming, wrestling, tennis, golf, and fencing teams. Man, when do you sleep?"

"That's easy," replied the star, "during practice."

Several evenings after the Russians launched a rocket at the moon, the Indians' pitching coach, Mel Harder, and sportswriter Frank Gibbons were standing on a street corner. Harder looked up at the big moon hanging in the sky.

"It's a lot bigger than home plate," he observed. "How could they possibly miss it?"

WISCONSIN H. S. COACHES ASSN. COACHES CLINIC

at University of Wisconsin
Aug. 1-5 Madison, Wis.

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FRANK BROYLES

Arkansas Gator Bowl Champions

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University of Wisconsin Coach

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Registration \$10

- Lakeside rooms, \$1.75 per night
- Free notes of all sessions
- Evening panels, movies, parties, golf tournament, banquet, door prizes.

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(Ages 14 to 18)

near Charlottesville, Va.

June 26-July 18	\$175
July 18-Aug. 7	\$175
June 26-Aug. 7 (full six-week period)	\$325
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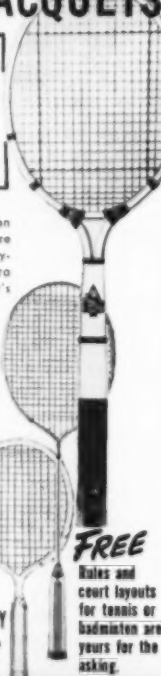
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Varsity Clubs

(Continued from page 46)

activities may be raised along the customary lines such as: bumper stickers, schedule pencils, program advertising, pie socials, magazine drives, pep squad beanies, banners, advertising posters, game concessions, and seat pads.

In rural areas some farmers allow field gleaning, and the in-town boys may feature car-washing days when it can be tied in with a special project.

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Care must be taken, of course, not to employ money-raising schemes in conflict with the community's thinking or in competition with other school organizations for the community dollar.

There are good possibilities in the Varsity Club idea for helping the entire sport program. It should be flexible enough to meet the needs of the community in which it is functioning.

Rule Blocking

(Continued from page 34)

ment, sudden changes result in missed blocks. To avoid confusion, a supplementary study sheet is given (shown in accompanying illustration) which breaks down the system of rule blocking by position.

If every position were illustrated, the reader would discover that the same rule applies for many of the blocking patterns. The players soon learn to correlate their blocking duties in a very simple and concise way.

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- **INTRAMURAL SPORTS (3rd Edition).** By Pat Mueller and Elmer D. Mitchell. Pp. 443. Illustrated—tables. New York: The Ronald Press Co. \$6.

COMPLETELY revised and up-dated, the third edition of this excellent text provides a wealth of information and practical ideas for organizing, administering, and evaluating the various types of intramural programs.

The book describes the departmental organization and personnel needed to manage and plan the programs. It explains administrative details involving staff and student responsibilities, finances, facilities and equipment, selection of activities, and scheduling. Highlighting men's and boys' sports, it also includes materials on programming for women and girls, faculty, and special events.

The book fully covers the rules and regulations for the evaluation of the total program and its components. Throughout, the major problems are discussed from a practical viewpoint and helpful solutions are offered.

More than 100 illustrations help describe various systems of conducting tournaments, leagues, and meets. A wealth of time-saving draw sheets and schedules, scoring tables, and easy-to-make aids are included to simplify the construction of tournaments and the determination of awards.

- **BASEBALL FOR BOYS.** By John M. Rosenberg. Pp. 164. Illustrated. New York: Oceana Pub., Inc. \$2.75 (cloth), \$1.35 (paper).

THIS handbook for baseball teams from junior league through high school offers an expert, immensely practical treatise on the techniques and strategy of the diamond sport.

Presented clearly and concisely are the basic skills of batting, bunting, fielding, throwing, and baserunning; individual defense (each position), individual offense, team defense, team offense, and team organization.

A former high school coach and sportswriter, the author knows his way around the bases, and his practical tips can be read with benefit by both players and coaches.

- **TEACHING TRACK AND FIELD.** By Richard Calisch and Lester C. Wallack, Jr. Pp. 116. Illustrated. Danville, Ill.: The Interstate Printers and Publishers. \$3.50.

REPRESENTING the combined efforts of a pair of bright young high school coaches, *Teaching Track and Field* offers a simple, experience-proven method of teaching the fundamentals, concentrating on an easily taught form in each event.

In line with this solid fundamental approach, the authors point out common faults, suggestions for improvement, helpful exercises, and—vitaly essential for young athletes—motivating devices.

Specifically covered in the 15 chapters are: Coaching methods, starting, sprinting, pace, quarter and half mile, mile and two mile, cross-country, relay running, hurdling, broad jumping, pole vaulting, shot putting, discus throwing, high jumping, and exercises.

Both coaches and physical education students will find this book exceedingly helpful in establishing a fundamental base for their skill and conditioning programs.

- **A FOOTBALL SCOUTING WORKBOOK.** By Joe Dienhart and Homer Allen. Cincinnati: Tri-State Offset Co. \$1.50.

THIS practical 11" by 8½" guide for college and high school scouts serves two valuable functions: (1) It clearly defines the major duties of a football scout, and (2) It gives the scout in clear-cut chart form a pattern from which he may get the best possible results to benefit his team.

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The rest of the book is comprised of 36 pages of blank forms with which to do the actual scouting.

The authors—Dienhart is assistant athletic director and Allen an associate physical ed professor at Purdue—have done a fine expository job on their subject, and both coaches and scouts can glean a lot of sound, practical information with which to expedite the job of scouting.

Individual copies sell for a buck; a complete supply of 25 copies is offered at the special price of \$30.

- **SOCCER COACHING (Revised).** By Walter Winterbottom. Pp. 247. Illustrated. New Rochelle, N. Y.: SportShelf. \$4.25.

AN excellent reference manual, loaded with diagrams and drawings, this is the third revised edition of what has come to be considered a standard text for coaches and players.

The author, national coach of the English Football Assn., has organized his text along three main lines.

Part 1 describes the basic skills of kicking, heading, trapping, tackling, passing, and dribbling.

Part 2 deals with the strategy of attack and defense, such as the "W"

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Miscellaneous

• **Basketball Technique Charts for Girls.** Washington 6, D. C.: AAHEPR. \$1. (Twelve 11" by 8½" charts covering all the fundamentals in drawings.)

• **Speedball Technique Charts for Girls.** Washington 6, D. C.: AAHEPR. \$1. (Eight 11" by 8½" charts on the basic skills.)

• **Softball-Track and Field Guide for Girls, 1960-62.** Washington 6, D. C.: Division for Girls and Women's Sports. 75¢.

• **Selected Volleyball Articles for Girls (Second Edition).** Washington 6, D. C.: Division for Girls and Women's Sports. 75¢.

• **Coaches Handbook, A Practical Guide for High School Coaches.** Pp. 82. Washington 6, D. C.: AAHEPR. \$1.50. (Covers principles and ideals, as well as practical procedures; appendices offer excellent sample charts and forms.)

• **Health Values: A Text and Workbook.** By Charles Eberhardt and Hyman Krakower. Pp. 314. Illustrated. Englewood Cliffs, N. J.: Prentice-Hall, Inc. \$3.95. (Written in direct, concise language, this workbook concentrates on the essentials of personal health, providing careful explanations, discussions, and review questions for every phase of the subject.)

• **Camp Waterfront Programs and Management.** By Richard H. Pohn-dorf. Pp. 256. Illustrated. New York: Association Press. \$7.50. (A lavishly illustrated volume with great breadth of coverage, including: general organization and administration, standards for layout, health, safety, boats, canoes, and other watercraft; programs, rowing, canoeing, canoeing trips, seamanship course and ratings, sailing, water skiing, and developing artificial lakes and ponds.)

• **1960 Famous Slugger Yearbook and 1960 Official Softball Rules.** (Yearbook contains major and minor league batting statistics, World Series data, historical data, photos, and article on hitting by Nellie Fox. Softball Rules Book includes complete code for fast pitch and slow pitch softball, pictures of 1959 champs, and other valuable information. For your free copies check the "Hillerich & Bradsby" listing in the master coupon on page 71.)

• **Shooting and Hunting Instructor's Guide.** Prepared by AAHEPR. Pp. 94. Illustrated. Washington 6, D. C.: AAHEPR. \$2. (A big, beautifully illustrated guide for schoolmen.)

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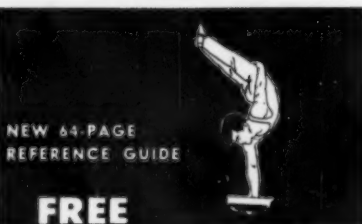
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SPANJIAN (43)

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- ☐ Catalog of Contour-Fit Football Shoes

TRACK & FIELD (47)

- ☐ Literature on Football Practice and Maintenance Devices

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- ☐ Information on School Laundry Equipment

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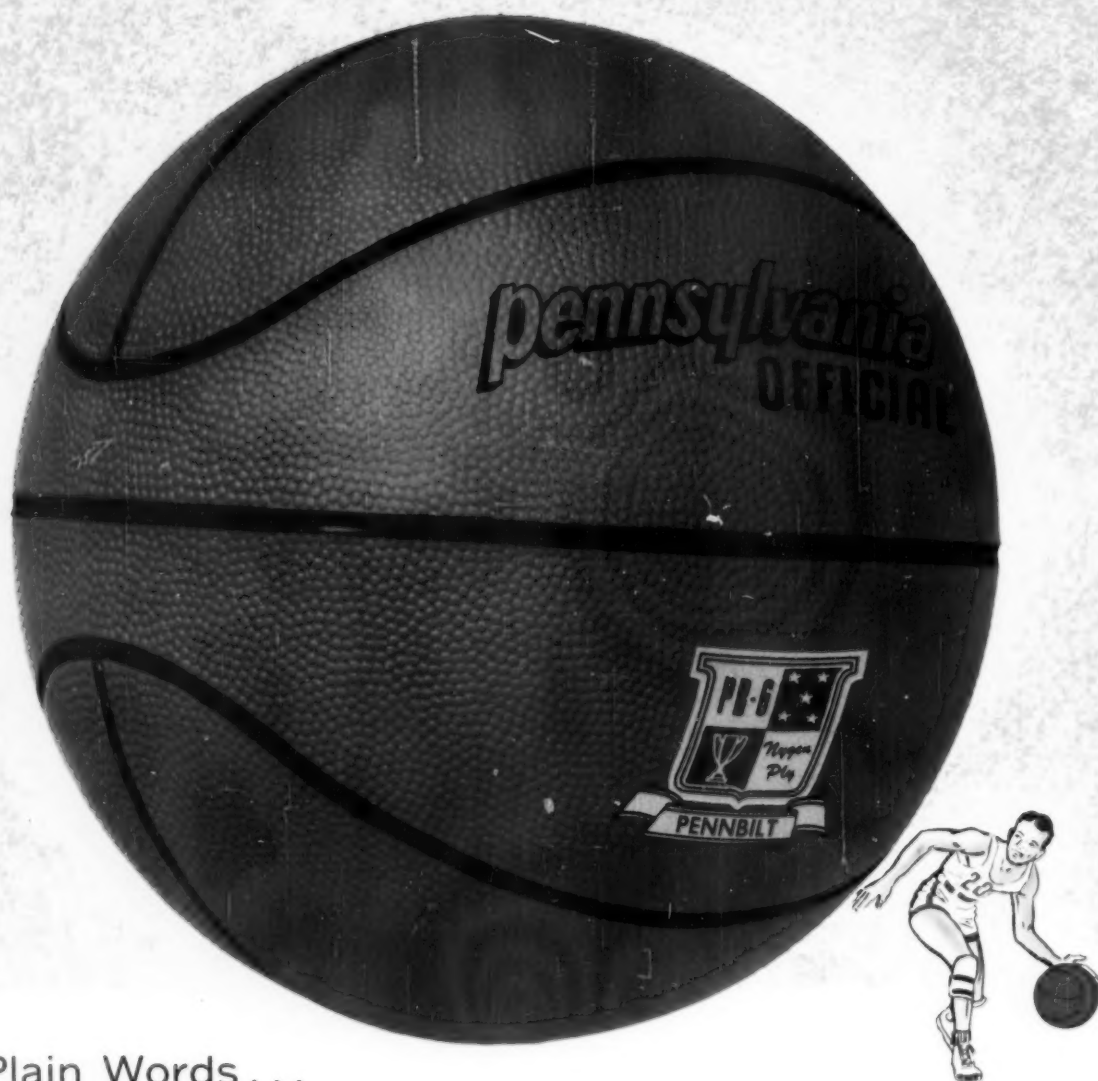


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